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Regis has a rich history of educating students to succeed in a complex, changing world. We offer the full range of degrees from the associate and bachelor’s to the master’s and doctorate, and all degree programs are open to both women and men. As a Catholic university in Greater Boston, Regis is a leader in graduate program innovation and now enrolls as many graduate students as undergraduates on a campus of 2000 students.

A Catholic university guided by the values of our founders, the Sisters of St. Joseph of Boston, the Regis learning community is multi-ethnic, multi-racial, multi-faith, and intergenerational. Students of different ages, backgrounds, and heritages all love this campus. By cultivating understanding and celebrating our differences, we all learn global citizenship. Like our courageous founders, contemporary faculty and staff strive to sustain achievement of excellence, a vision of the common good, and a dedicated purpose.

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

I know that, with the dedicated support of your teachers and staff, and in the company of fellow students, you will achieve new milestones. Our university focuses on interdisciplinary awareness and interprofessional collaboration relating to the marketplace. In 2012 we became an all-iPad institution and this past year we were named an Apple Distinguished School 2014-2016, one of only 20 across the nation. In 2013 we launched our Center for Global Connections with seed money from the Cummings Foundation/One World Grant. In 2014-15 we implemented Phase I of our Master Plan to accommodate growth through additional residential space, a new quad, and a renovated library. Regis looks forward to teaching, learning, and advancing with you as you pursue the goals of your life, whether academic and professional, or personal, social, and spiritual.

Welcome!
VISITING

UNDERGRADUATE STUDENTS
Prospective undergraduate students for all programs are welcome and encouraged to visit the Regis campus as an important component of the application process. Students who wish to arrange a campus tour, personal interview, or class visit may contact the Office of Admission at 866-GET-REGIS (866-438-7344) or may sign up online at www.regiscollege.edu/ugvisit.

GRADUATE STUDENTS
Prospective graduate students for any graduate program are encouraged to visit Regis to meet with an advisor, attend an information session, or tour the campus. Ten Graduate Information Sessions are held throughout the year. Students who wish to speak with a counselor or visit the campus may call the Office of Graduate Admission at 781-768-7330 or visit www.regiscollege.edu/grad.

INSTITUTE OF ADVANCING STUDIES (IAS)
Prospective IAS students for any IAS program are encouraged to visit Regis to meet with an advisor, attend an information session, or tour the campus. Several information sessions are held throughout the year. Students who wish to speak with a counselor or visit the campus may call the IAS at 781-768-7330 or visit www.regiscollege.edu/ias.

LAWRENCE MEMORIAL/REGIS COLLEGE
Students interested in the Lawrence Memorial/Regis College (LM/RC) associate degree programs, Nursing or Radiography, should contact the Medford campus, 781-306-6600. These programs are administered on the Medford campus at 170 Governors Ave., Medford, MA 02155. The website address is www.lmregis.org.

Regis College is located at
235 Wellesley Street
Weston, MA 02493-1571
The website address is www.regiscollege.edu

For complete directions to Regis College locations, as well as campus and local area maps, please see pages 277-278.
MISSION statement

Regis College, through education in the arts, sciences, and professions, empowers women and men to challenge themselves academically, to serve, and to lead. A Catholic college, Regis is a diverse and welcoming community guided by the values of the Sisters of St. Joseph of Boston.
HISTORY

Founded eighty-eight years ago by the Congregation of the Sisters of St. Joseph of Boston, whose members desired to put their resources to use for the good of society through education, Regis was incorporated under the laws of the Commonwealth of Massachusetts on February 12, 1927. Through its charter, Regis College was empowered from the beginning to grant all the degrees ordinarily conferred by colleges and universities in the Commonwealth, including the doctorate.

When Regis opened in September 1927, it began meeting the urgent need of a Catholic college for women that would offer the facilities and advantages of higher education to both resident and nonresident students. During the 1970’s, Regis began granting graduate degrees.

Eighty years of a strong tradition brought Regis to a historical moment in August 2006 when the Regis Board of Trustees affirmed the “case for growth” that developed co-education at the undergraduate level, expanded our graduate programs and emphasis, established a two-school model (School of Nursing and Health Sciences), and promoted curricula to serve the needs of different populations of students in the twenty-first century. Not only did Regis officially and seamlessly make the co-ed transition and open its doors to men as well as women undergraduates in September 2007, but in January 2007, Regis began offering its first doctoral program (the DNP or Doctorate of Nursing Practice). The second, the EdD in Higher Education Leadership, was launched in 2013.

In the first decade of this century, Regis has continued to walk a path of transformation making it a leading Catholic university. In 2008, the Regis faculty strengthened the core curriculum 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. Additionally, between 2008 and today Regis launched a unique international faculty partnership initiative to educate the educators in nursing in Haiti, thus building up the human capital in that country. In 2009-2010, Regis built aesthetically pleasing, state-of-the-art athletic fields on its north side and in 2015 three teams won conference championships. That year Regis also began implementing ten interdisciplinary Pathways of Achievement in the various arts and sciences to guide all who study here—graduate and undergraduate students alike—to the realization of their academic and professional goals. With a new President in 2011-2012, the Regis community refreshed its strategic plan, conducted a facilities audit, began master planning, and became an all-iPad institution. Having become an all-iPad institution, Regis is honored to be named an Apple Distinguished School 2014-2016, one of only 20 across the nation. Four years into the presidency of Antoinette Hays strategic planning for 2016-2021 with the Board of Trustees will begin in June, 2015. During 2014-2015 the first phase of the Master Plan, a new dormitory wing, a new quad, and a renovated, “information commons” library have been implemented. The future at Regis is filled with growth as we transform the campus for graduate and undergraduate students- for you. Come and be a part of it!
About Us
A Catholic university in greater Boston, Regis is a coeducational institution offering undergraduate and graduate programs leading to associate, baccalaureate, master’s, and doctoral degrees.

Location
The 132-acre suburban campus is located in the town of Weston, twelve miles west of Boston.

Enrollment
Approximately 2,000 students (full-time, part-time, undergraduate, graduate, and adult learners)

Faculty
More than 70 percent of the full-time faculty hold doctoral or other terminal degrees.

Library
Regis Library facilitates access to a well-balanced collection of databases, books, eBooks, and periodicals to meet the research needs of undergraduate, graduate, and doctoral students. Regis Library is a member of the Minuteman Library Network (MLN), a large, robust consortium. Regis students have access to the collections of seven local academic libraries and thirty-six public libraries, comprising over six million items. The MLN catalog and a large variety of eResources, including databases and eBooks, are available from computers throughout the library, in other campus locations, and off campus from the Regis Library homepage. The Library also has a book scan station, a fax machine, and copiers for student use.

During the academic year the Reference & Research Help Desk is staffed with librarians seven days per week. It is staffed six days per week during the summer sessions. The Librarians provide both group and individual instruction to teach students to define their information needs; identify and select appropriate sources of information; evaluate these sources in terms of relevance, reliability, currency and objectivity; and to ethically use information. They also teach students strategies, as well as skills, for information seeking. The librarians are available on a drop-in basis or by appointment. Books and journal articles not owned by Regis Library may be requested through Interlibrary Loan. There is a rapid turnaround for these requests.

Archives
The Regis Archives is the official repository for records which have enduring historical, legal, or administrative value to Regis. The Archives collects, arranges, preserves, makes available, and exhibits records which document the history of Regis, its foundation and the activities of all constituencies related to Regis.

Admission
Regis College evaluates applicants for admission without regard to race, age, religion, sex, gender identity or expression, sexual orientation, ethnic or national origin, marital or parental status, physical or mental disability, genetic information, pregnancy, veteran’s status, membership in uniformed services or any other protected status.

Accreditation
Regis is accredited by the New England Association of Schools and Colleges. The Elementary, Moderate Special Needs, and Secondary Education Programs (English, History, and Mathematics) have been approved for Interstate Certification and meet the standards of the Interstate Certification Compact/National Association of State Directors of Teacher Education and Certification. The Social Work Program is accredited by the Council on Social Work Education. The Nursing Programs are accredited by the Accreditation Commission for Education in Nursing (ACEN) (formerly National League for Nursing Accrediting Commission), (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, phone 404-975-5000 www.acenursing.org).
The 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). Regis College supports the efforts of secondary school officials and governing bodies to have their schools achieve regionally accredited status and, thus, to provide reliable assurance of quality educational preparation of applicants for admission to college.

The entry-level Occupational Therapy master’s degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

- **Financial Aid**
  More than 95 percent of undergraduate students receive some form of financial assistance.

- **Degrees and Certifications**
  Courses offered lead to these degrees and certifications:
  - Associate of Science in Radiography
  - Associate of Science in Nursing
  - Bachelor of Arts
  - Bachelor of Science
  - Bachelor of Science in Nursing
  - Bachelor of Social Work
  - Bachelor of Science in Medical Imaging
  - Master of Arts in Counseling Psychology
  - Master of Arts in Heritage Studies for a Global Society
  - Master of Arts in Teaching
  - Master of Science in Applied Behavior Analysis
  - Master of Science in Biomedical Sciences
  - Master of Science in Health Administration
  - Master of Science in Nursing
  - Master of Science in Occupational Therapy
  - Master of Science in Molecular Imaging and Therapeutics
  - Master of Science in Organizational and Professional Communication
  - Master of Science in Regulatory and Clinical Research Management
  - Post-Baccalaureate Certificate in Nuclear Medicine Technology
  - Post-Master’s Certificate in Nursing for Nurse Practitioners
  - Post-Master’s Certificate in Higher Education Leadership
  - Post-Master’s Certificate in Nursing Education
  - Doctor of Education in Higher Education Leadership
  - Doctor of Nursing Practice
  - Certificate of Advanced Graduate Studies in Heritage Studies
  - Certificate in Applied Behavior Analysis
  - Certificate in Clinical Research Management
  - Certificate in Health Communication
  - Certificate in Gerontology
  - Certificate in Health Administration
  - Certificate in Health Informatics
  - Certificate in Integrative Health
  - Certificate in Museum Studies
  - Certificate in Nursing Leadership/Health Administration
  - Certificate in Public Health
  - Certificate in Regulatory Management
  - Certificate in Professional Writing for New Media
Implemented in February 2010, the eleven Pathways of Achievement, five undergraduate and six graduate, are focused in the two Schools of the College, the School of Arts and Sciences and the School of Nursing and Health Sciences.

The Pathways encourage interdisciplinarity by simply organizing related majors and minors together on the foundation of the core curriculum and the professional goals of students. The Pathways are student-centered and, meeting certain requirements, students may move from one Pathway/School to another and from undergraduate pathways to graduate pathways.

Certain academic majors cluster within each pathway, providing myriad options to the student. The sets of majors in each Pathway encourage the sparks of knowing between courses and fields, faculty, students, and advisors to help each student shape a particular direction. The implementation of the Regis Pathways of Achievement thus speaks to the purpose and the way forward of the student: “Your path, your purpose.”
GRADUATE PATHWAYS will allow graduates and non-traditional students to succeed in the marketplace or to re-tool and advance their careers through strongly degree-focused programs:

1. Nursing (multiple entry, multiple tracks)
   - Associate’s through DNP
   - Post-Baccalaureate and other Certificates in Nursing Leadership, Post-Master’s in Nursing Education, Post-Master’s in Nursing for Nurse Practitioners

2. Health Sciences
   - MA in Counseling Psychology
   - MS in Applied Behavior Analysis
   - MS in Health Administration
   - MS in Molecular Imaging and Therapeutics
   - MS in Occupational Therapy
   - MS in Regulatory & Clinical Research Management
   - Post-Baccalaureate and other Certificates in Gerontology, Informatics, Clinical Research Management, Regulatory Management, Public Health, Integrative Health, Nuclear Medicine

3. Education
   - Doctor of Education in Higher Education Leadership
   - Master of Arts in Teaching Interdisciplinary Studies (1-6)
   - Master of Arts in Teaching Special Education (Moderate Disabilities, Pre-K—8, 5—12)
   - Master of Arts in Teaching with a Reading Concentration (in partnership with MGH Institute of Health Professions)

4. Communication
   - Master of Science in Organizational and Professional Communication
   - Certificate in Health Communication
   - Certificate in Professional Writing for New Media

5. Heritage Studies
   - Master of Arts in Heritage Studies for a Global Society
   - Certificate in Museum Studies
   - Certificate of Advanced Graduate Studies (CAGS)

6. Science
   - Master of Science in Biomedical Sciences

UNDERGRADUATE PATHWAYS recognize and strengthen the dynamism of the institution’s strong liberal arts legacy in all of our programs. The pathways link different departments/majors to professional success through interrelated disciplines and, at the same time, allow students to move across the disciplines and the Schools in selection of courses through requirements of the core curriculum and in some electives.
1. Nursing
   - BS in Nursing

2. Health Sciences
   - BS in Health and Fitness, with tracks in Nutrition, Sports Management, and Exercise Science
   - BS in Medical Imaging, with tracks in Breast Imaging, Diagnostic Medical Sonography, Interventional Radiology, and Nuclear Medicine
   - BSW in Social Work
   - BA in Psychology
   - BA in Public Health

3. Liberal Arts and Sciences
   - BA in English (Licensure in Elementary or Secondary Education available)
   - BA in Interdisciplinary Studies in the Humanities
   - BA in Biology
   - BA in Biochemistry

4. Education, with options toward the straight major and toward educational licensure
   - BA in Mathematics Education (Licensure in Elementary or Secondary Education)
   - Certificate in Early Childhood Education

5. Business and Social Sciences
   - BA in Global Business Management
   - BA in Communication
   - BA in Criminal Justice Studies
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 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 Accreditation Commission for Education in Nursing. In 2004, the Radiography Program was started to meet the need for more radiographers for the health care industry. The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

Location
Professional courses in nursing and radiography are held on the Medford campus located seven miles north of Boston. The Medford campus shares its site with Lawrence Memorial Hospital, a non-profit acute care facility, and the Courtyard Nursing Care Center, a state-of-the-art nursing center, both affiliates of Hallmark Health System. Required courses that are not nursing or radiography courses are offered on the main Regis campus in Weston, MA. On the Weston campus, students have access to all Regis facilities including libraries, laboratories, technology centers, and athletic facilities. Since both campuses are located close to Boston, students enjoy entertainment, shopping, and dining venues, as well as historical and cultural events unique to the city.

Enrollment
Total enrollment is about 300 students whose ages range from 19 to over 50. The majority of students are 25 to 35 years old and most have taken some college-level courses prior to enrollment or have college degrees. About seven percent are male students, and eighteen percent are minority.

Faculty
The faculty are highly qualified both academically and professionally; all are prepared at the master’s and/or doctoral degree level. Several nursing faculty have achieved advanced practice status and specialty certifications. Both nursing and radiography faculty have extensive practical experience in the area in which they teach.

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 twenty-four hours a day, seven days a week and is staffed Monday through Friday. The Information Specialist provides all entering students with basic library instruction as part of the orientation program as well as group and individual instruction to students throughout their enrollment including database searching and World Wide Web searching.

The library collection contains approximately 1,000 books and 119 health-related print or electronic journal subscriptions. Computers are available for database searching as well as for word processing, PowerPoint production, and Internet access for academic research. Access to evidence-based resources such as CINAHL, Nursing
Reference Center, the Lippincott Manual of Nursing Practice, Dynamed, and the Cochrane Library of Systematic Reviews is also available. The library is a member of a nation-wide health sciences library interlibrary loan and document delivery network, the National Library of Medicine’s National Network of Libraries of Medicine, and the Massachusetts Health Sciences Libraries Network.

Students also have full access to the Weston campus library which facilitates access to a well-balanced collection of databases, books, eBooks, and periodicals to meet the research needs of undergraduate, graduate, and doctoral students. The Regis Library is a member of the Minuteman Library Network (MLN), a large, robust consortium. Students have access to the collections of seven local academic libraries and thirty-six public libraries, comprising over six million items.

The MLN catalog and a large variety of eResources, including databases and eBooks, are available from computers throughout the library, in other campus locations, and off campus from the Regis Library homepage. The library also has a book scan station, a fax machine, and copiers for student use. During the academic year the Reference and Research Help Desk is staffed with librarians seven days per week. It is staffed six days per week during the summer sessions. The Librarians provide both group and individual instruction to teach students to define their information needs; identify and select appropriate sources of information; evaluate these sources in terms of relevance, reliability, currency and objectivity; and to ethically use information. They also teach students strategies, as well as skills, for information seeking. The librarians are available through email, chat services, and on a drop-in basis or by appointment. Books and journal articles not owned by Regis Library may be requested through Interlibrary Loan. There is a rapid turnaround for these requests.

Computer Lab
Unicorn Park houses a 5,000 square foot state-of-the-art computer lab for classroom instruction, testing and training for all LM/RC programs. Students are able to use technology during class to access the most relevant information available to foster collaborative learning which is facilitated by the faculty. The computer labs are also used for online testing for both nationally standardized licensing exams and enhanced preparation for advanced skill development.

Laboratory Facilities
Students enrolled in the LM/RC 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 two fully functional energized x-ray rooms. The radiography suite has computed radiography, digital radiography, and film screen imaging. There is a darkroom for film processing. The work area contains a small computer lab for student use. Images taken in the lab may be stored on a computed archiving system or printed onto film via the laser printer. The lab is also equipped with a portable x-ray machine. Students have 24/7 access to the lab, with only the x-ray producing capability deactivated, allowing practice time with our state-of-the-art equipment at the convenience of the student’s schedule.

The Nursing Simulation and Resource Center houses multiple patient care units, realistic training mannequins and a variety of state-of-the-art medical equipment.
State-of-the-art simulation laboratories provide interactive realistic mannequins for faculty-supervised student instruction and practice. Through sophisticated computer programming, these simulate real patient conditions which can be changed instantly; such changes are displayed on patient monitors. Videotaped practice scenarios of students working with SimMan, SimBaby, or Noelle, the birthing mother, allow students to evaluate their nursing care and responses to the patient’s clinical condition. Each practice scenario is reviewed by faculty and students together to enhance student learning.

The laboratory coordinator and lab instructors are available at designated times to aid students in the acquisition of nursing skills.

Admission
Lawrence Memorial/Regis College (LM/RC) admits academically qualified persons without regard to race, age, religion, sex, gender identity or expression, sexual orientation, ethnic or national origin, marital or parental status, physical or mental disability, genetic information, pregnancy, veteran’s status, membership in uniformed services, or any other protected status. Applicants to the associate degree programs in nursing and radiography should refer to the Lawrence Memorial/Regis College website, www.lmregis.org, for additional information on these programs.

Financial Aid
The LM/RC Nursing and Radiography Programs offer a number of financial aid programs to help students meet their educational costs. Over 85 percent of students receive some form of financial assistance.

Questions regarding financial aid programs and opportunities may be directed to the financial aid administrator, Medford campus at 781-306-6652.

Accreditation
The professional Associate of Science Nursing Degree program is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and accredited by the Accreditation Commission for Education in Nursing; 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326; phone 404-975-5000; www.acenursing.org.

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

A synthetic turf field, 8-lane track, 6 tennis courts, and softball complex are located across the parking lot from the Athletic Facility and are available for use by Regis students, faculty, alumni, staff, and their guests. Regulations and arrangements for their use are available at the Athletic Facility Front Desk.

Bookstore
The Regis Bookstore is operated on behalf of Regis by Follett Higher Education Group. The Bookstore is located on the lower level of the Student Union. The Bookstore offers many services and can be reached at 781-768-8119 or by visiting regiscollegeshop.com.

Department of Public Safety
Regis Police Department
The Regis Campus Police office, located in College Hall Room 102, is open 24 hours per day, seven days per week. Each Regis Campus Police officer is commissioned in accordance with the provisions of Chapter 22C Section 63 of the Massachusetts General Laws and has full law enforcement authority in and upon all property owned, occupied, or used by Regis. Each officer is trained to handle on-campus incidents or problems. Students may go to the Regis Campus Police office any time or contact the Public Safety Department by calling the following numbers:

Emergency Numbers
Police  781-768-7777
Fire   781-768-7777
Medical 781-768-7777

Main Non-Emergency Number
Police  781-768-7111

Regis Health Services and the Regis Resident Director on duty are also in direct contact with the Regis Campus Police office.

Regis Fire Safety Unit
Emergency Numbers
Fire  781-768-7777

The Regis Fire Safety Unit, administered by the Regis Department of Public Safety, conducts ongoing fire safety inspections, testing, and maintenance throughout the year of all Regis campus buildings and residence halls. This is done to ensure compliance by Regis with all applicable federal and state fire safety codes and
procedures. The Fire Safety Unit also conducts regular fire egress drills and provides a variety of fire safety training programs for all students, faculty, and staff.

Dining Service
Regis Dining Service is an integral part of student life on campus. Aramark manages multiple food services locations at Regis. An all-you-care-to-eat dining facility serves breakfast, lunch, and dinner daily. The Bistro at College Hall provides access to quick and healthy food options for students who are on the go or taking evening classes. The Underground Café is a made-to-order retail concept featuring fresh salads, sandwiches, and grilled items as well as smoothies, grab-and-go snacks, and bottled beverages.

A Dunkin’ Donuts Express is located in the lobby of the Regis Library offering a full-line of beverages and bakery items. Aramark dining dollars, cash, and credit card are accepted.

Lawrence Memorial/Regis College students may use the Lawrence Memorial Hospital cafeteria which offers a broad selection of hot and cold meals and snacks.

Fine Arts Center
The Fine Arts Center provides the ideal setting for the integration of modern technology into an interdisciplinary approach to the study of art, music, and drama. The centerpiece of the Fine Arts Center is the Eleanor Welch Casey Theatre, a 650-seat theatre/concert hall equipped with advanced lighting, sound, and staging technologies. The 80-seat Patricia Teehan Sullivan Studio Theatre serves drama classes, workshops, rehearsals, and performances. The Carney Gallery, an intimate room of 1,000 square feet, is located on the first floor just off the Lobby/Atrium and presents four to five exhibitions of work by contemporary artists each year. The Music program, located on the second floor of the Fine Arts Center, has rooms for practice and classroom use. The acoustically balanced Choral Room will accommodate a chorus of sixty-five voices. The third floor holds graphic design instructional labs, studios, and a small lecture hall. The technology available in this area allows students to produce digital designs and graphics for presentations and interactive publications as well as create works in traditional print media.

Health Services
Regis Community Health Services provides urgent care and primary care to all Regis students, faculty, and staff. Reporting to the Vice President of Student Affairs, the mission is to provide the Regis community with the finest professional health care in a safe and courteous environment. Appointments are required for routine needs. Health Services will bill the patient’s health insurance for the visit. In addition to medical services provided by board certified nurse practitioners, Regis Community Health Services offers free counseling to all full-time Regis students. This includes counseling, prescription medication, evaluation, and referral. All information within the patient’s medical record is confidential, and parents, faculty, and administrators do not have access to these records. Information is released only with the patient’s written consent, except as required by law or in a life-threatening situation. Health Services offers health education programs in coordination with the Student Wellness Group and other areas of Regis. Health Services also serves as a clinical placement site for Regis public health interns and graduate nursing students. For more information about Health Services, hours of operation or to schedule an appointment, please call the main office at 781-768-7290.

Information Technology Services
Information Technology Services (ITS) is committed to the integration and support of technology in every aspect of campus life. Accordingly, ITS provides campus-wide networking, communication, and information services and support.
wide network provides students, faculty, and staff with Internet access, email, telephone services, cable TV, access to library services, and web-based application services. ITS provides the following technology services to the Regis community:

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

The ITS Helpdesk is available to students, faculty, and staff in need of technology assistance 7 days per week during the academic year.

Regis provides an extensive and robust wireless network to the campus and twelve academic computer labs for student use.

Please visit:
www.regiscollege.edu/current_students for links to academic applications and
www.regiscollege.edu/its for additional information on ITS.

Students are required to read and comply with the Technology Ethics and Privacy Agreement at:
www.regiscollege.edu/ethics&privacy

Post Office
The Post Office, located on the lower level of the Student Union, is open for service Monday–Friday from 9am–4:30pm. All full-time commuter and residential students are provided with a post office box and combination. The Post Office sells stamps, mails domestic and international packages, and provides expedited mail service.

Counseling Services
Regis Health Services offers a full range of outpatient mental health services in partnership with Comprehensive Psychiatric Associates, a multidisciplinary mental health group practice. Regis Counseling Services is run by a board-certified psychiatric clinical nurse specialist. On-campus appointments can be made by contacting Health Services at 781-768-7290.

Lawrence Memorial/Regis College nursing and radiography students can access counseling on the Medford campus through the Student and Alumni Affairs Coordinator. Confidential and voluntary counseling sessions provide students with the information and assistance needed to clarify goals, develop self-management skills, or cope with sources of stress. In addition, academic advisement and counseling is available through faculty members.

Transportation
Shuttle service is provided by JFK Transportation to and from the Riverside MBTA station from 7am to 1am Monday – Friday and an abbreviated schedule on weekends when classes are in session. Shuttle schedules are posted online, outside the Student Union, and are available in the Campus Police Office.
Catalog & College Policies
Students are expected to inform themselves regarding all academic policies by referring to the Catalog and consulting with their academic advisors. The Catalog is not an irrevocable contract. Regulations published in it are subject to change by Regis at any time without notice. Regis regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. The appropriate authorities, with the interest of the students and the institution in mind, will make necessary interpretations of these policies. Students are encouraged to consult an advisor or the School Deans if they have questions about the application of any policy. Any course with a department but no course number is a course that will run after January 1.

The following policies are applicable to Regis baccalaureate and graduate students. Students enrolled in Lawrence Memorial/Regis College programs in Nursing and Radiography should refer to the Lawrence Memorial/Regis College catalogs or to the website www.lmregis.org.

Academic Assessment Statement
Regis College is committed to continuous improvement of the curriculum through assessment of student learning. Information on mission, goals, and student learning outcomes that pertain to each academic program is provided on the Regis College website at www.regiscollege.edu and this catalog.

Academic Appeal Procedures & Process

Generally, the final decision on all academic actions related to a specific course rests with the instructor of that course. All academic issues, actions, behavior, or other problems including grades, allegation of dishonesty, and classroom disruptions are part of this academic appeal process.

All students enrolled in classes at Regis are expected to maintain integrity in all academic pursuits. These include the writing of papers, examinations, assignments, records, and other details relating to the assessment of student performance. Any dishonesty with regard to these matters is subject to censure or penalty in proportion to the seriousness of the action. Dishonesty includes copying the answers of another person(s) during an examination; secreting unauthorized materials to assist in an examination; plagiarism; taking another’s statement(s) as one’s own without giving due credit to the author (even though such material may have been restated in one’s own words); fraudulently obtaining test information; and falsifying records, transcripts, recommendations, or other documents indicative of student qualification. This list is not intended to be definitive or comprehensive. The interpretation of academic dishonesty is a function of the instructor, Department Chair, Program Director, and other college officials. In proportion to the seriousness of the action, censure and penalty may extend from a failing grade in the work in question to dismissal from the College. Ordinarily, the responsibility for resolving the issues lies with the faculty member and the student. Should there be a need, the matter is referred to the Office of Academic Affairs.

While respecting the instructional setting/course as the province of the instructor, the Academic Appeal Process described below assures a full hearing for a concerned
student and provides an avenue of remedy for that student. The student’s responsibility and accountability in this process are essential. The student must complete the appeal steps (see below) prior to any further appeal. The appeal procedures described in this catalog outline the process although they may be modified as necessary by the Office of Academic Affairs. Importantly, the principle goal of this process is reconciliation rather than pursuing a formal appeal.

A student should resolve problems pertaining to academic issues by direct and prompt consultation with the instructor. The first step in any appeal process requires the student to meet directly with the instructor and to express the concerns/complaint directly to that instructor. If that step is not taken, no further appeal is available. If the student remains unsatisfied with the instructor’s action, the student must meet with the Department Chair or Program Director to discuss that issue. If this second step is not taken, no further appeal is available. The intent is that the student and instructor agree on an appropriate remedy prior to the student lodging a formal appeal.

If the student continues to be dissatisfied with the academic issue after following the first two steps, he/she has a remedy available through the formal appeal process described below. That process culminates in a final decision by the School Dean in consultation with the Office of Academic Affairs, which is binding. The student is solely responsible for lodging the appeal in a timely manner. The student must complete the preliminary steps no later than two weeks after the issue occurred or the appeal may not be lodged. The student may choose to discontinue the process at any time. Once the student has decided to discontinue the process, the instructor’s academic action shall stand.

Appeal Process: Required Steps for All Academic Appeals

Step One: Required Meeting with the Instructor
When concerned about an academic issue, action, behavior, or problem (grade, allegation of dishonesty, etc.), the student must request a private conference with the instructor to discuss the matter. The student must request this conference as soon as the student is aware of the academic concern but no later than two weeks after its occurrence or, if the concern is related to a final grade, three weeks after grades have been issued. The instructor should make every effort to hear the student’s concern and, if possible, to address it. In instances of alleged academic dishonesty, the student must request a conference with the instructor no later than two weeks after being notified by the instructor that the student has acted dishonestly. A student conference may be called at the discretion of the instructor but must be requested by the student if the student does not accept the instructor’s findings.

Step Two: Required Meeting with the Department Chair/Program Director
If the student continues to be dissatisfied with the academic action and/or decision of the instructor, the student must schedule a meeting with the department chair/program director to discuss the matter. The department chair/program director will hear the student as well as confer with the instructor. The department chair/program director will render opinion decision to the instructor regarding the academic issue based on the evidence. The department chair/program director will inform the student of the decision. The instructor shall consider the department chair/program director’s decision, shall affirm or modify the academic action, and shall inform the student and department chair/program director of the action.

Step Three: Formal Written Appeal and Conference with the School Dean/Associate Dean
If the student continues to disagree with the decision, the student must inform the instructor and the department chair/program director via email or in writing that a formal appeal will be lodged with the school associate dean relevant to the course and/or curriculum. The school associate dean must receive a copy (email or written) of that notification.
The student will schedule an appointment with the school associate dean, who will discuss with the student the area of academic concern, the formal complaint to be prepared by the student, and the formal appeal process.

The student will prepare an email or written appeal stating all pertinent information surrounding the academic issue (course, assignment, date, instructor, etc.) and specifying both the reasons and the evidence that justify the student’s view in contrast to the instructor’s and department chair/program director’s action.

The student will submit the appeal by email or in writing to the school associate dean no later than two weeks after the completion of the first two preliminary appeal steps or, in the case of alleged academic dishonesty, no later than one month after the instructor first notified the student of the alleged dishonesty.

The student must provide copies of the email or written appeal to the following concerned parties: the instructor, the department chair/program director, and the school dean/associate dean. The school associate dean will meet with all concerned, separately and/or collectively, in an effort to reach an equitable solution before more formal procedures are initiated. If a remedy is not possible, the school associate dean will so inform the student, the school dean and the Office of Academic Affairs.

If the instructor accepts the recommendation, then the appeal is settled. If the instructor does not accept that recommendation or if the student finds the remedy unsatisfactory, the student may request that the dean of the school review in consultation with the Office of Academic Affairs. The decision of the school dean is final.

Academic Integrity

All students enrolled in classes at Regis are expected to maintain integrity in all academic pursuits. Such academic pursuits may include, but are not limited to, the writing of papers, examinations, assignments, and lab reports. Any dishonesty with regard to these matters is subject to censure or penalty in proportion to the seriousness of the action and may result in dismissal from Regis.

Academic integrity/dishonesty includes:

- Inventing data, quotes, or citations for reports
- Lying about reasons for absences or requests for extensions or rescheduling of exams
- Copying or sharing answers on exams; bringing “cheat sheets” to closed-book examinations; or using any electronic device in an exam for unapproved purposes, especially to access or transmit assistance on the exam
- Discussing what is/was on a specific examination with someone who has not yet taken it
- Copying or sharing answers on homework (On assignments where group work is encouraged or allowed, you may be called upon to individually justify your answer to the instructor.)
- Falsifying records, transcripts, recommendations, or other documents indicative of student qualifications
- Submitting the same paper in more than one class without prior permission
- Presenting someone else’s ideas or words (including Internet sources) as your own in written work, presentations, or other assignments

This last item on the list is also known as plagiarism. Because it can be confusing for new students to understand how to build on others’ ideas in making their own arguments, Regis provides all incoming students with a handbook on academic integrity. Students sign a contract agreeing that they are responsible for learning how to properly cite information. The library and the Academic Center for Excellence have additional resources for learning about proper citations of sources.
Allegations of Academic Dishonesty: An instructor who has reason to believe that a student is guilty of academic dishonesty should inform the student. Such information must be conveyed in written and oral form and should include the penalty to be assigned. If the student agrees with the assessment or decides to take no further action, the instructor will determine and enact the penalty with the exception related to suspension/dismissal.

Penalties for Academic Dishonesty: If the penalty established by the instructor is related to the course/assignment grade, the instructor shall make the final determination of the penalty. If the penalty proposed by the instructor requires such college action as suspension or dismissal, the instructor and department chair/program director, associate dean, and school dean must concur and must forward all evidence to the Office of Academic Affairs, which will consider the evidence and may convene an Academic Review Board to hear the evidence and to advise the Office of Academic Affairs.

The initial responsibility for resolving situations of academic dishonesty lies with the faculty member and the student, in conjunction with information available from the Office of Academic Affairs. Faculty members are responsible for reporting instances of academic dishonesty to the Office of Academic Affairs and for consulting with that office about whether the student has a documented history of such behavior before deciding on the proper penalty. Should there be a need, the department chair/program director should be contacted. If the issue is not resolved at those levels or is unusually serious, the matter is referred to the dean of the School before deciding on the proper penalty.

Academic Dishonesty: Reporting
1. If a course instructor alleges that a student has committed a violation of the Academic Integrity Code in an individual course, the course instructor will notify the student orally and in writing.
2. The course instructor will allow the student an opportunity to respond to the allegation in writing to the course instructor within seven (7) business days of the allegation. The student’s written response must include specific evidence refuting the allegation.
3. After reviewing the student’s written response, if the course instructor affirms that a violation occurred, then the course instructor may issue an individual course penalty against the student within seven (7) business days.
4. To document the violation, the course instructor will provide written notification via Regis email to the student copying: the department chair/program director, the school associate dean and school dean and will submit a completed written Regis Report of Academic Dishonesty Form to the Office of Academic Affairs.
5. If there is at least one (1) prior documented violation on file for a student in the Office of Academic Affairs, the Office of Academic Affairs may impose a college penalty against the student. A college penalty is imposed in addition to the individual course penalty and in consultation with the course instructor, department chair/program director, school associate dean and school dean. College academic penalties may include: written warning, probation, suspension, or expulsion. For cases where there are no prior documented violations, college penalties may be imposed for certain programs (e.g., nursing and health programs). Steps 4 & 5 will be completed within thirty (30) business days of Step 3 or prior to the beginning of the next semester, whichever comes first.

Academic Dishonesty: Student Right of Appeal and Responsibility of Reporting
If a student acknowledges the integrity violation, but believes that the course penalty or college penalty is inappropriate, the student may appeal the decision in accordance with the academic appeal process and complete and submit the Regis College Student Appeal of Academic Dishonesty Penalty Form to the Office of Academic Affairs within thirty
(30) business days of their first notification of the integrity violation. If student proceeds through Steps 1-3 of the academic appeal process and continues to be dissatisfied, the student may proceed to Step 4.

Academic Hearing Committee and the Office of Academic Affairs (Step 4)
In cases of alleged academic dishonesty and at the request of the affected student, the Office of Academic Affairs will establish the Academic Hearing Committee. On matters other than alleged academic dishonesty, the Office of Academic Affairs may determine that a remedy is needed and may recommend that remedy to the instructor.

Membership: Chaired by a designee from the Office of Academic Affairs, the Hearing Committee includes three full-time faculty members. This designee will work with the student and with the instructor to identify faculty nominees suggested by the student and faculty nominees suggested by the instructor. From these nominees, the Office of Academic Affairs will select, if possible, a faculty member suggested by each (the student and the instructor) as well as a faculty member-at-large. If the penalty of dismissal or suspension is under consideration, the dean of students or his/her designee will be a fifth member of the Board.

Duties: The Committee will review the evidence and will have access to all of the facts necessary to properly review the matter before it. A detailed record of the meetings will be kept by the faculty member-at-large. Based on the nature of the appeal, the Committee will design a hearing process and will interview all parties. When interviewed, the student may select a full-time Regis faculty member or staff advocate to be present. The Committee shall complete its work within approximately seven days after being convened by the Office of Academic Affairs. The Committee meetings will be confidential.

Recommendation: The Committee will render a written, advisory recommendation regarding the appeal to the Office of Academic Affairs. The recommendation itself will be shared with the student and the instructor.

Disposition of Appeal: Having received the Committee’s advisory recommendation and all relevant materials, the Office of Academic Affairs will decide the appeal. The decision of the Office of Academic Affairs, will be binding and will be communicated to the student, the instructor, the department chair/program director, and the school dean/associate dean.

Application Reactivation
Applicants whose undergraduate applications for admission are more than one year old must inform the Office of Undergraduate Admission and complete a reactivation form, available from the Office of Undergraduate Admission or online at www.regiscollege.edu/applicationreactivation.

This form must be completed to reactivate the undergraduate admission file.

Applicants whose graduate applications for admission are more than one year old must inform the Office of Graduate Admission that they wish to be considered for admittance. Students looking to re-enroll may be asked to create an updated curriculum plan and meet with a faculty advisor. All graduate programs must be completed within seven years.

Attendance
Students are expected to attend all classes and class-related activities. Attendance and class participation are contributing factors in the instructor’s determination of the student’s course grade. It remains a student’s responsibility to make up any class work that has been missed.

Auditing Courses
Students are permitted to audit courses. Auditors normally do not participate in class discussions, submit papers, take exams, or perform any other function for which credit is given. Activity courses (e.g., studio art, computer science, physical education, and all
laboratory and writing courses) are not open to auditors. See the Center for Student Services for procedures.

Classroom Code of Conduct

The Regis College Student Code of Conduct, as defined in the most recent Regis College Student Handbook, “…applies to student and organization behavior that occurs on the College premises, at College sponsored/related activities, via the electronic network, and to off-campus conduct that adversely affects the legitimate purposes, founding principles, mission and interests of Regis College.” The Classroom Code of Conduct is designed to apply the principles of the Student Code of Conduct to the specific context of the classroom. The classroom is a learning community where every member shares an obligation and responsibility to foster attentiveness, courtesy, respectfulness, and meaningful dialogue.

The Classroom Code of Conduct is composed of the five (5) principles below.

1. Students are expected to read the course syllabus carefully and comply with all rules established by the course instructor (i.e., professor, faculty, etc.), including, but not limited to, policies regarding attendance and the right of students to leave the classroom during class.

2. Students will promote academic discourse and the free exchange of ideas by listening with respectful attention to comments made by all individuals.

3. Students will maintain an atmosphere in the classroom conducive to learning, without unnecessary distractions that disrupt the learning environment (e.g., cell phone usage, individual “side” conversations, sleeping, and reading/viewing/sharing materials unrelated to the course). Access to iPads or other technology in the classroom is appropriate only when used as part of a classroom exercise.

4. Students will use modes of conduct that are not offensive and/or demeaning to any individual, ethnic group, social class, religion, sexual orientation, or gender identity.

5. Students will maintain academic integrity according to the policies and procedures provided in the Regis College Academic Catalog, Academic Integrity Handbook, and Student Handbook.

Violations of the Classroom Code of Conduct will follow the three (3) step procedure below. Despite these steps, in extreme circumstances, course instructors may immediately contact Campus Police and the Office of Student Affairs. For issues of student intervention, information on violations may be shared with the Office of Student Affairs. Violations of the Classroom Code of Conduct are not part of the student judicial system outlined in the Regis College Student Handbook. However, there may be incidents in which the judicial process applies; in these cases, the Vice Presidents of Academic Affairs and Student Affairs will determine the most appropriate course of action.

1. First Violation – Following a student’s first violation in a particular course, the course instructor must provide the student with written notification of his/her alleged violation within five (5) calendar days of the alleged violation or prior to the next class meeting (whichever comes first). This notification must include specific details regarding the student’s alleged violation. The course instructor will send this notification to the student’s Regis email account with delivery and read receipts and will send a copy to the appropriate school associate dean, department chair, or program director. The student has the opportunity to respond in writing to the alleged violation within five (5) calendar days of the delivery date of the written notification from the course instructor.

This notification shall serve as the first formal warning that the student’s conduct is unacceptable and will not be tolerated.
2. Second Violation – Following a student’s second violation in the course, the course instructor must provide the student with written notification of his/her alleged violation within five (5) calendar days of the alleged violation or prior to the next class meeting (whichever comes first). This notification must include specific details regarding the student’s alleged violation. The course instructor will send this notification to the student’s Regis email account with delivery and read receipts and will send a copy to the appropriate school dean and school associate dean, department chair, or program director.

This second notification is the final warning to the student and must include an explanation of the consequences of a third violation. The course instructor and school dean reserve the right to dismiss the student for up to one week of class meetings from the date of the second notification; if this applies, it will be indicated in the written notification by the school dean with the course instructor receiving a copy of the email. The appropriate school dean will convene a conference with the student and the course instructor to discuss the second violation. The student has the opportunity to respond to the alleged violation at the conference with the school dean and course instructor; the school dean reserves the right to meet with the student and course instructor individually.

3. Third Violation – Following a student’s third violation of the Classroom Code of Conduct in the course, the course instructor must provide the student with written notification of his/her alleged violation within five (5) calendar days of the alleged violation. This notification must include specific details regarding the student’s alleged violation. The course instructor will send this notification to the student’s Regis email account with delivery and read receipts and will send a copy to the appropriate school associate dean, department chair, program director, and to the Vice President of Academic Affairs (VPAA).

The VPAA or his/her designee will convene a conference with the student and additional administrators as deemed necessary (e.g., school administrators, Student Affairs). The student has the right to designate an advocate from the Regis Community for the conference; the conference is an opportunity for the student to respond to the alleged violation at the conference with the VPAA. Based on the evidence provided, the VPAA will determine whether to administratively dismiss the student from the course. If the student receives an administrative dismissal, the VPAA will determine whether the student will be graded according to the work completed up to the date of dismissal or receive a failing (F) grade for the course.

CLEP (College-Level Examination Program)
The College Level Examination Program (CLEP) enables students to earn college credit by examination. Students may take CLEP tests to demonstrate college-level competency no matter where or how this knowledge was acquired. By successfully completing a CLEP examination at or above the standard score determined by Regis, students may earn academic credit for up to six courses. CLEP credit is considered as part of the allowance of transfer courses. Students must have approval from their academic advisor prior to registering for a CLEP exam.

The following CLEP examinations have been approved for transfer to Regis College:

- Algebra
- Algebra – Trigonometry
- American Government
- American Literature
- American History 1 and 2
- Analysis and Interpretation
- Calculus and Elementary
- College Algebra
- College German Levels 1 and 2
- English Composition with Essay
- English Literature
- General Biology
- General Chemistry
- Human Growth & Development Functions
For a complete list of CLEP examinations approved for transfer to Regis, visit www.regiscollege.edu/registrarFAQ. A formal listing of the acceptable scores for CLEP examinations is available from the Registrar. CLEP scores should be submitted to the Director of Academic Advising.

Deferred Final Examination
The opportunity to take a deferred final examination must be arranged by the student with the instructor. If permission is granted, the student must take the examination on the deferred examination date as indicated on the Academic Calendar.

Dismissal from the College
Regis reserves the right to dismiss any student whose academic standing is not satisfactory or whose standard of behavior is not in accord with the ideals and standards that Regis seeks to maintain. In cases involving unsatisfactory academic standing, graduate and undergraduate students have the right to pursue an academic appeals process.

Final Examinations
The final examination period is specified on each year’s academic calendar. The official schedule for final examinations is also posted and distributed by the Registrar. Students are required to make work, travel, and other arrangements to be present for the final examination as scheduled.

Incomplete Course Work
Incompletes are granted only under extraordinary circumstances. If a student has such a circumstance, it is the student’s responsibility to explain the circumstance and arrange to receive an incomplete with the instructor prior to the conclusion of the regular course meetings, but no later than the first day of the final examination period. No instructor will automatically grant an incomplete. Failure to arrange for an incomplete will result in the instructor’s assigning the course grade on work submitted and may result in an F for the course.

If a student arranges for and receives an incomplete, the student’s work must be completed and submitted promptly so that the instructor may resolve the Incomplete grade by January 6 (for grades from the previous fall semester) or June 1 (for grades from the previous spring semester); these dates are later as indicated on the academic calendar if resolving Incomplete grades involves completion of a deferred final exam. Failure to meet those deadlines may result in a student’s loss of financial aid, campus residence, and/or eligibility for enrollment in future courses or participation in student activities, including athletic practice and competition. In no case will a student’s incomplete work be accepted after the Monday following the date for deferred examinations (the Saturday of the next term’s first week of class). For a summer course, all work will be due the first Monday of the second week of class for the fall term. Of course, the instructor may request that work be submitted by an earlier date.

Students and faculty are required to complete and sign a Contract for the Completion of Incomplete Grades. If the student fails to complete the required work within the time period specified above, the incomplete will be converted to an F grade by the Registrar if the course instructor does not submit the completed grade by the due date indicated in the academic calendar.

Incompletes should only be negotiated for extraordinary circumstances that are:
- beyond the student’s control and/or
- not anticipated in time for the student to withdraw from the course.

Acceptable reasons to request/grant an Incomplete include:
- significant and unexpected illness or medical event of self or close family member
- death in the family.
Students enrolled in courses designed to extend beyond one semester (e.g., NU 664, BMS 640, and 641, or other courses designed for field work placements that may not follow a normal semester schedule) are exempt from requesting incomplete grades on an individual basis. In such cases, the instructor will submit a single Contract for Completion of Incomplete Grades for all the students enrolled in each of those courses.

Incompletes should not be requested or granted simply because:
- a student attended only a few or no class sessions
- a student is busy finishing requirements for other courses
- a student believes s/he can get a better grade with additional time
- an extension of time to complete required work would be personally more convenient to the student.

Transfer of Non-Regis Courses
Students may enroll in courses during summer school or regular sessions at an approved and accredited college or university for personal enrichment, to remove deficiencies, to strengthen an area needing improvement, or to take courses unavailable at Regis because of scheduling conflicts. To be considered for transfer, the course must be a three- or four-credit-hour course. For undergraduate students, the pre-approval form is located at the Center for Student Services. The student must obtain signatures from his/her faculty advisor, the director of academic advising, the vice president of academic affairs and the registrar. For students studying abroad, courses must also be pre-approved by the director of the Center for Global Connections. This is required for courses towards the student’s major, minor, or core curriculum requirements. Ordinarily, no more than two undergraduate courses per summer session can be taken for degree credit. No undergraduate course will be considered for transfer unless the student has achieved a course grade of C or better.

For graduate students, courses must be pre-approved by the graduate program director and the student must complete and submit the required form to the Center for Student Services. No graduate course will be considered for transfer unless the student has achieved a course grade of B- or better.

Transcripts
Transcript requests must be addressed in writing to the Center for Student Services and will not be accepted over the telephone. Official transcripts carry the College seal and are all inclusive. An unofficial transcript may be obtained by the student via Regis Access or upon written request. Transcripts will not be released until all financial obligations to the College have been settled. Transcripts will also be held for students with Federal Perkins Loans in a default status.

Withdrawal from Courses
Withdrawal from a course is distinct from dropping a course during the Drop/Add period. A withdrawal passing (WP) or withdrawal failing (WF) is the grade recorded on the transcript, and becomes a permanent part of the student’s academic record. Normally, a student will earn a WF if, at the time he/she requests a withdrawal, he/she is earning a failing grade in the course.

Withdrawal from a course can have a significant impact on a student’s academic standing, degree completion, progression through the major/program of study, and financial aid. A student should discuss the consequences of withdrawal with the course instructor, faculty advisor or department chair/program director, and the Office of Financial Aid, so that he/she can make a well-informed decision.

A WF is considered a failing grade for purposes of academic standing, degree completion, and status within a major. Two (2) failing grades, including WFs, will result in a student’s dismissal from his/her undergraduate or graduate program. Please see the Academic Standing and Graduate Policies and Procedures sections for further details.
In programs which limit the number of times a student may attempt/repeat a course, a WP or WF is considered an attempt at that course. Please see the Academic Standing section, or the specific requirements for each academic program for further details.

Undergraduate students, may withdraw from a maximum of four (4) courses, WP and WF combined, throughout their academic career. If a student has reached this maximum, withdrawal is no longer an option and the student will receive the appropriate letter grade earned upon completion of the course. Individual degree programs may specify a lower number of permitted WPs/WFs. Graduate students may withdraw from a maximum of two (2) courses, WP and WF combined, throughout their academic career. Individual degree programs may specify a lower number of permitted WPs/WFs. An undergraduate or graduate student’s leave of absence due to immediate medical, mental health, or behavioral issues will not be counted towards his/her maximum number of permitted withdrawals. Please see the Regis Student Handbook for further details regarding leaves of absence.

Course Withdrawal Process (WP and WF):
In general, the student bears all responsibility for completing the withdrawal process, including satisfaction of all requirements and deadlines. A WF is considered an F with regards to progression in the program. Withdrawal deadlines are listed on the Academic Calendar.

- The Student must obtain a Course Withdrawal Form from the Center for Student Services.
- The Student must complete the Course Withdrawal Form and obtain the required signatures of the Course Instructor and his/her Faculty Advisor or Department Chair/Program Director.
  - The Course Instructor will determine whether the student will receive a WP or WF and will indicate that determination on the Course Withdrawal Form with his/her signature. A student will earn a WF if, at the time he/she requests a withdrawal, he/she is earning a failing grade in the course.
  - The Faculty Advisor or Program Director will discuss the consequences of a withdrawal (academic standing, degree completion, financial aid, etc.) with the student and include a notation in the student’s file. Where needed, the Faculty Advisor or Program Director will refer the student to the Office of Financial Aid.
- A request for withdrawal may only be approved upon the signatures of both the course instructor and the faculty advisor or program director on the Course Withdrawal Form.
- The Student must submit the complete Course Withdrawal Form to the Center for Student Services. A withdrawal will not be processed or entered into a student’s academic record until a completed Course Withdrawal Form is submitted to the Center for Student Services.
- The Center for Student Services will notify the following offices regarding the approved withdrawal and/or will provide a copy of the completed Course Withdrawal Form to:
  - The student
  - The Course Instructor
  - The Student’s Faculty Advisor or Program Director (Graduate Students)
  - The Office of Financial Aid
  - The Director of Academic Advising, if the student is on any form of Academic Warning or Academic Probation

Withdrawal from the College
An undergraduate student choosing to withdraw from Regis should indicate the desire to withdraw to the director of academic advising, and should obtain instructions for
withdrawal. A graduate student should inform the graduate program director and should receive instructions on withdrawal. The student has the responsibility of acquiring the appropriate signatures on the withdrawal form. It is important that this procedure be followed not only to inform each office that a student is not returning, but also to ensure that all matters (academic and financial) are settled before the student leaves so that the College can determine if the student is eligible for future recommendations that state the student left the College in good standing. Failure to withdraw in a proper and timely manner may affect the student’s financial aid.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)—STUDENTS’ RIGHT TO PRIVACY
The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law which states that: (a) the College must have a written institutional policy governing education records, and (b) that the College make available a statement of adopted procedures covering the privacy rights to students. FERPA provides that the College will maintain the confidentiality of student education records and permit student access to them in accordance with law.

Definition of Education Records under FERPA
FERPA defines education records as any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche which contains information directly related to a student and which are maintained by Regis or a person acting for the College. A student is any individual who is or has been in attendance at the College. A student’s attendance commences upon the individual’s acceptance of admission and payment of the required deposit.

The term “education record” does not include records of instructional, supervisory, and administrative personnel, and educational personnel ancillary thereto that are in the sole possession of the maker of the record and which are not accessible or revealed to any other person except a substitute; records on a student who is 18 years of age or older that are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity and in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student’s choice; records of students as employees unless the employment results from the employee’s status as a student; alumni records (records that are created or received by the College after an individual is no longer a student and that are not directly related to the individual’s attendance as a student); records created and maintained solely by the law enforcement unit of the College; or grades on peer reviewed papers before they are collected by the instructor.

Access to Records
No one outside the College shall have access to, nor will the College disclose students’ education records without the written consent of students except as permitted by FERPA. FERPA permitted disclosures include, but are not limited to, disclosures to College officials with legitimate educational interests, persons or organizations providing students financial aid, accrediting agencies carrying out their accrediting function, parents of a student who is their “dependent” for federal tax purposes, and persons in connection with a health or safety emergency. The College’s decision to release information that is covered by a FERPA exception is discretionary with the College. Regis College will also release information in compliance with a judicial order or lawfully issued subpoena. In most cases the College will make a reasonable attempt to notify the student of the order or subpoena in advance of compliance at the student’s last known address.

A “school official” is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel
and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

The College also responds to requests for information pursuant to applicable federal laws.

Disclosure of Education Records with the Student’s Consent
The College will disclose a student’s education records at a student’s request when the College receives a signed and dated written consent from the student that specifies: (i) the records that may be disclosed; (ii) the purpose for which they may be disclosed; and (iii) the persons or classes of persons to whom they may be disclosed. The College will comply with requests only after using reasonable methods to identify and authenticate the identity of the student and the designated recipients of the education records.

Dissemination of Directory Information
At its discretion the College may provide directory information in accordance with the provisions of FERPA to include: name, local address, permanent address, name of parent(s)/guardian(s), local phone number, dates of attendance, degrees earned, dates of degrees, awards/honors/scholarships, majors, minors, sports and activities, height and weight of members of athletic teams, advisor, and computer user name. It should be known that it is the College’s choice to release information, and careful consideration is given to all requests to ensure that the information is not released indiscriminately. A student may withhold all directory information by notifying the Registrar’s Office in writing. Requests for non-disclosure will be honored by the College until the Center for Student Services is notified in writing by the student to remove the action.

Review Process
FERPA provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unacceptable. The Center for Student Services has been designated by the College to coordinate the inspection and review procedures for student education records. Students wishing to review their education records must make written requests to the Center for Student Services listing the item or items of interest. Records covered by FERPA will be made available within 45 days of the request. All documents will be reviewed in the presence of a designated official. A student may have copies of any document he/she sees, unless a financial hold exists, the document involves another person, or the student has waived his/her right to access. These copies will be made at the student’s expense.

Restricted Information
As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the College will permit access only to the part of the record which pertains to the inquiring student. The College is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1975, provided the letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.
Challenge Procedures
A student who believes that the education records contain information that is inaccurate or misleading or otherwise in violation of his/her privacy or other rights may discuss the problem informally with the Center for Student Services. If the outcome of the discussion is that an amendment of record is required, the Center for Student Services will make the amendment. If the outcome of the discussion is that the record will not be amended, the student will be notified within a reasonable period of time that the records will not be amended, and the student will be informed by the Center for Student Services of the right to a formal hearing.

A request for a formal hearing must be made in writing to the Center for Student Services which, within a reasonable period of time after receiving such a request, will inform the student of the date, place, and time of the hearing. At the hearing, the student may present evidence relevant to the issues raised and may be assisted or represented by a person of the student’s choice. The hearing panel that will adjudicate such challenges will be composed of three members appointed by the Center for Student Services as follows:

1. A person chosen by the Center for Student Services
2. A person selected by the student
3. A full-time member of the staff whose responsibilities include knowledge concerning the record which is being challenged.

No member of the hearing panel may have a direct interest in the outcome of the hearing. Recommendations of the hearing panel will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the recommendation, and will be submitted to director of the Center for Student Services, who will make the final decision. The education records will be corrected or amended in accordance with the recommendations of the hearing panel if the decisions are in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education record statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as a part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605, if the student believes that the College has violated the student’s right under the Family Educational Rights and Privacy Act. Revisions, clarifications, and changes may be made in this policy at any time and without prior notice. Additionally, the Family Policy Compliance Office (FPCO) may, on its own initiative, investigate a potential FERPA violation “when no complaint has been filed or a complaint has been withdrawn.” Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)

Annual Notification
Students will be notified of their FERPA rights annually by publication in the Student Handbook. Please contact the Center for Student Services at 781-768-7280 or visit College Hall 221.
Academic Advising
The Regis faculty advising model aims to strengthen the bond between faculty and students through ongoing face-to-face and virtual contact designed to guide undergraduate and graduate students toward their career goals. Each undergraduate student is assigned a faculty advisor upon entering Regis. For students at the first-year level, their First-Year Seminar instructor also serves as their faculty advisor until they declare their major. The director of academic advising assigns the student a faculty member representing the major in which the student has declared.*

The strengths of all first-year students and transfer students will be assessed as part of their Regis orientation process. Based on the findings and on a student interview, the student’s faculty advisor will assist the student in developing and in modifying, on an ongoing basis, academic interests and life/career goals.

For graduate students, faculty advisors are matched with students based on their declared graduate program of study.

* Student services information for students enrolled in Lawrence Memorial/Regis College programs may be found on the Lawrence Memorial/Regis College website: www.lmregis.org

Academic Center for Excellence (ACE)
The Academic Center for Excellence empowers Regis undergraduate and graduate students of all abilities to enhance their scholastic development, achieve degree completion, and maximize their full potential. ACE is a positive, flexible, and welcoming resource committed to supporting all students and faculty by providing accessible and responsive services. ACE serves to maximize student academic success by providing support to develop and improve students’ cognitive and non-cognitive abilities through a wide range of services which are offered to Regis students free of charge. These services include:

Academic Coaching – Students work with an “Academic Fitness Trainer,” and learn study skills, address areas of concern, simplify complex assignments, manage their time effectively, and more. Each student’s study plan is tailored to his or her needs. Students using this program report improved grades, increased academic self-confidence, and better relationships with faculty.

The Writing Center – Writing assistants help Regis undergraduate and graduate students with writing assignments and papers in all classes. The Writing Center helps students with the following problems in writing: brainstorming ideas; beginning the first draft; finding the focus and/or structure; evaluating the evidence of the paper; expanding argument or direction; creating effective introductions and conclusions; learning to edit and revise work; using APA or MLA style with confidence; gaining confidence as a writer; and reviewing grammar, punctuation, and professionalism.

The Q-Center – The Quantitative Center (Q-Center) serves the undergraduate and graduate student populations by providing comprehensive, drop-in tutoring support for courses with quantitative components including math and science courses. The Q-Center provides direct assistance to students via peer/professional tutoring, review
academic support services

sessions, and online/print resources. We work continuously and closely with faculty, staff, and students to establish additional programs that enhance student learning.

Peer Tutoring Program – For tutorial assistance in various subjects, students may request a tutor. ACE will match students with individual tutors who have been selected by their instructors and have completed tutoring training. To request a tutor, stop by ACE to set up an appointment.

SMARTHINKING – ACE offers online tutoring through SMARTHINKING that gives Regis students access to live, around-the-clock tutoring and writing assistance.

Center for Internships and Career Placement
The Center for Internships and Career Placement (CICP) is responsible for developing, coordinating and facilitating services, resources, advice and educational opportunities for students and alumni in the areas of internships and career placement at graduation.

- Individual career counseling sessions are available with the Center’s director.
  Career development services include career and self-assessment, skill development, employment research, and professional networking.
- The internship program provides students with opportunities to gain practical experience in a variety of fields while receiving academic credit. Job listings include full-time, part-time and summer employment in the private, public, and nonprofit sectors.
- Job search assistance focuses on resume and cover letter writing, networking, interviewing, and strategies for job searching.
- On-campus recruitment events include: employer informational sessions, job fair, and other career development events.

Throughout the year, the CICP is open Monday through Friday, 9am–4:30pm. The office is located in College Hall 209 and can be reached by calling 781-768-7271.

Academic Computer Labs
Information Technology Services (ITS) maintains twelve computer labs throughout the campus for student use. There are six general purpose labs located in the Library and College Hall. The remaining six labs are discipline-specific labs located in various centers on campus. The Fine Arts Center and College Hall Eight Digital Media labs offer 27-inch iMacs with Creative Suite 6 and other software applications to support the Communication programs. SPSS, Mathematica, and other discipline-specific software is provided in designated labs. All lab computers have the Microsoft Office productivity suite that includes Word, Excel, and PowerPoint.

Multifunction printers are available to provide color and black and white printing as well as scanning and copying with a Regis campus ID. An annual printing quota is assigned to each student. Should the limit be reached, students can add money to their account using PayPal at: https://printing.regiscollege.edu.

The first floor College Hall labs are available 24 hours per day. The 24/7 labs are secured late evenings, weekends, and holidays at the discretion of Campus Police.

Campus Network
The campus network provides access to campus applications and the Internet through both wired and wireless connectivity. Regis provides an extensive and robust wireless network for the campus to over 621,000 square feet of campus building space. The ubiquitous wireless coverage provides full wireless coverage across campus, including all classrooms and learning spaces. Exterior wireless service is provided to further enhance the “classroom without walls.” To facilitate collaboration between students and faculty, students are required to log in to the Regis Secure network.
Students using personal computers, smartphones and devices to access the Regis network (wireless and wired) must utilize anti-virus, firewall, and anti-spyware software to protect their computers and devices as well as campus technology resources.

Faculty, staff, and students are responsible for reading and adhering to the Regis Technology Ethics and Privacy Agreement posted at www.regiscollege.edu/ethics&privacy. Use of College technology accounts constitutes acceptance of the terms of the Technology Agreement.

**iPad® Initiative**

Regis is committed to providing its students with an education in which the professor-student relationship is increasingly enriched by technological resources. Through the iPad initiative, all students are provided with iPads to facilitate collaboration and enhance learning.

Regis College is recognized as an Apple Distinguished School for 2014-2016 for going all iPad® and implementing digital pedagogy. The Apple Distinguished School designation is reserved for institution-wide programs that meet criteria for innovation, leadership, and educational excellence, and demonstrate a clear vision of exemplary learning environments.

Please visit the iPad FAQs page for more information on the program at www.regiscollege.edu/ipads

**Helpdesk**

The ITS Helpdesk is available to students, faculty, and staff in need of technology assistance. The Helpdesk is available via telephone at 781-768-7177, by email at helpdesk@regiscollege.edu, and in person at College Hall 131. The Helpdesk hours during the academic year are Monday-Thursday from 8am-8pm and Friday-Sunday from 8am-5pm.

**The Pearl Nelson Education Resource Center**

The Pearl Nelson Education Resource Center, located on the third floor of the library, is an integral part of the Regis teacher preparation program. It offers a totality of services focused on the best utilization of resources to facilitate, support, and improve the teaching process. The Resource Center offers easy access to a wide variety of resources and equipment. These resources include books, instructional periodicals, computer software, kits, teaching games, primary source kits, videos, DVDs, and files of tests, catalogs, and curriculum materials. Resources align with the Common Core and support tiered instruction. Equipment includes an on-line catalog, four computers, spine binder, tape recorders, digital camera, and laminator. The Center also possesses assistive technology and software for the instruction of students with special needs including BoardMaker software and Iris Pen. The Center is open to all undergraduate and graduate education students during regular Library hours or for specialized service by appointment.

**The Clinical Resource and Simulation Center and the Merrily Crowley Education Unit**

The Clinical Resource and Simulation Center (CSC) provides an opportunity for students to begin to develop competency in the nursing skills needed to provide safe and effective care to patients in the clinical area. The curriculum of the CSC parallels and supports the student learning outcomes of each clinical nursing course. The activities in the CSC utilize the nursing process, critical thinking, and evidence-based practice. The CSC provides faculty, equipment, and opportunities for students to work individually and in small groups to meet their unique learning needs. The simulation center consists of four labs which simulate today’s healthcare environment. High fidelity manikins, which are the most life like, can speak with our students and present with symptoms they may/or may not encounter in the clinical environment. Electronic health records,
a computerized medication dispensing system, and a ventilator all enhance the students’ learning experiences in the Clinical Resource and Simulation Center. From newborn care to end-of-life care, the CSC provides excellent, realistic simulation scenarios in a safe, supportive learning environment.

Affiliations with Health Care Facilities
The Regis Nursing programs offer a wide variety of clinical experiences in world renowned health care settings. Regis nursing students obtain enriching clinical experiences appropriate for their educational and professional goals. Students are placed in acute, sub-acute, and long-term care facilities; in nurse-managed clinics in homeless shelters; in elementary and secondary schools; and elderly and low-income housing through visiting nurse associations. A preceptor experience is offered in the final semester. Qualified nurse practitioner students have the opportunity to complete a portion of the clinical requirements in approved national or international settings.

Study Abroad
The Study Abroad Office is part of the Center for Global Connections at Regis. Study abroad experiences can be tailored to individual comfort levels so students get exactly what they want from the experience. The amount of time spent overseas could range from a few weeks in the summer to an entire academic year. Students can choose to live with host families, among foreign students, or surrounded by other Americans. A number of programs are offered and scholarships and financial aid may also available.

Students can view programs and apply on our interactive website at: http://regiscollege.abroadoffice.net/index.html

Regis also offers faculty-led programs during spring break and right after the spring semester when students can get an international experience with other Regis students and faculty. These trips coincide with a Regis course during the semester, and the trip can be from 7 to 21 days.

Students interested in foreign study must consult with the director of the Center for Global Connections for information on approved programs and procedures. Students must have a minimum GPA of 2.75, be on good academic standing, and not be on disciplinary probation. Prior conduct violations may prevent study abroad approval. All non-Regis courses must be approved prior to study abroad travel. The grade achieved for non-Regis courses must be C or better.

The Center for Global Connections is located in College Hall 207 and can be reached by calling 781-768-7843.
Regis evaluates applicants for admission without regard to race, age, religion, sex, gender identity or expression, sexual orientation, ethnic or national origin, marital or parental status, physical or mental disability, genetic information, pregnancy, veteran’s status, membership in uniformed services, or any other protected status.

Procedures, Requirements, and Deadlines
Regis seeks students committed to developing their academic ability, personal goals, and leadership skills because the focus of the Regis experience is the development of the whole person.

When considering students for admission, we take a holistic approach to evaluate the credentials of each candidate on an individual basis. In reviewing candidates, we carefully consider many factors, including:

- Academic performance in a college preparatory curriculum and grades received. We recommend that students take a mix that includes honors, AP, and/or IB courses, as available at their high schools.
- Leadership qualities and participation in extracurricular activities such as community service, athletics, internships and jobs, and scholastic achievement.
- The required essay, demonstrating a student’s ability to think critically and communicate effectively.
- Letter of recommendation from your secondary school counselor or teacher; additional recommendations may be submitted.
- SAT/ACT scores (optional for all academic programs except nursing and the St. George’s University Medical/Veterinary School Pre-Med/Pre-Vet dual admission option).
- An interview with one of our admission representatives is highly recommended but not required.

Priority is given to applications filed by February 15 for admission to the fall semester and November 1 for the spring semester. Completed applications will be reviewed on a rolling basis and the Office of Admission will notify students once a decision has been made (typically within three weeks). Applications received after the priority deadline will be considered only when space is available.

Students who wish to be considered for Early Action must apply by December 1. The following college preparatory credentials are recommended:

- English – four years
- Mathematics – three years (Algebra I and II, Geometry)*
- Natural science – three years (two with a laboratory)*
- Social science – three years
- Foreign language – two years (same language)
- Electives – three or four

* Students interested in being considered for nursing should complete four years of mathematics and natural science.
Admitted students should submit a non-refundable enrollment deposit by the candidate’s reply date of May 1 or by an alternate date specified by the director of Admission. Deposits received after May 1 will be accepted on a space-available basis.

Admitted students applying for the spring semester (January) should submit a non-refundable enrollment deposit by January 1.

A final high school transcript and an official indication of graduation must be received by the Office of Admission no later than July 15. Failure to submit these documents may result in the student’s acceptance being rescinded and cancellation of the Financial Aid Award letter.

Important Admission Deadlines

- **November 1**
  First-year and transfer applicants deadline for spring entrance

- **December 1**
  Early action deadline for first-year applicants for fall entrance

- **January 1**
  Enrollment deposit deadline for spring semester

- **February 15**
  Regular decision deadline for first-year applicants for fall entrance

- **April 1**
  Transfer applicant priority deadline for fall entrance. Applications will be accepted through June 1

- **May 1**
  Enrollment deposit deadline for fall semester

Early Action

Early action is a non-binding early admissions program for high school seniors who wish to receive early notification. A completed early action application must be postmarked by December 1. Students who apply for early action acceptance will receive notification of admission as early as January. Students admitted under the early action plan will have until the candidate’s reply date of May 1 to submit their non-refundable enrollment deposit. Students who are deferred to the regular pool will be reconsidered after submission of their first semester grades and will be notified within three weeks of their completed application.

First-Year Regular Decision Admission

First-year regular decision applications for incoming students enrolling for fall classes must be postmarked by February 15 for the priority deadline. If completed applications have been received early enough, notifications of decisions may be mailed as early as January. A regular decision application carries no binding agreement to enroll at Regis.

Transfer Applicants and Policy

Regis encourages transfer students to apply for admission and welcomes the diversity that transfer students bring to Regis. Courses related to a liberal arts and sciences degree may be applied to the Regis bachelor’s degree. Transfer credits are evaluated individually and awarded for courses that are similar in content and depth to those offered at Regis. Every attempt is made to transfer the maximum number of credits earned prior to a student’s admission to Regis.

The number of courses that apply to a particular program determine the number of credits and courses that need to be taken at Regis. All conventional undergraduate students must enroll in 16 Regis courses or 54 Regis credits, the majority of which should
be taken during the final two years of Regis enrollment. Regis participates in articulation agreements with several two-year colleges to help facilitate the process of transferring between the institutions.

Evaluation of courses is based on the following factors:

- Credit must have been awarded at a regionally accredited institution.
- A grade of C or better must be earned in each course considered for transfer.
- Grades of P (pass) will only be accepted if there is documentation that the P is equivalent to a C or better.
- Courses deemed remedial or English as a Second Language courses will not be given credit toward graduation.
- Regis will not accept transfer courses completed more than seven years prior if such courses are central to the current knowledge and/or skills base of a program of study.

Note:

- Some professional programs of study have special policies regarding transfer credits.
- Students should refer to the Program Handbook for information on transfer credit policies specific to a particular professional degree program.
- Students may appeal the transfer credit evaluation by submitting a written request to the Office of Academic Affairs. The review of the appeal shall be based on course descriptions, outlines, objectives, learning outcomes, and/or other relevant information.
- Students must complete the minimum number of Regis courses or credits (described above) to be awarded a bachelor’s degree.

Undergraduate Application Checklist

All undergraduate prospective students should submit*:

- Application for admission (Students should apply online via either The Common Application or the Regis Online Application both of which may be found on our website at www.regiscollege.edu/apply)
- Application essay
- Non-refundable $50 application fee

First-Year Students

- Official secondary high school transcript
- First-quarter senior grades/midterm grades
- One signed letter of recommendation on official letterhead from a secondary school counselor/college counselor or teacher

Regis is a Test Optional* institution. Students wishing to include test scores in their application review should use Regis’ SAT CEEB code: 3723 and/or ACT code: 1886.

* Students interested in the nursing program or the St. George’s University Medical Veterinary School Pre-Med/Pre-Vet dual admission option are still required to submit SAT or ACT scores, as are home-schooled students. International students with a native language other than English are still required to submit their TOEFL or IELTS scores as part of their admissions application. (Regis TOEFL code is 3723.)
Transfer Application Checklist
All transfer prospective students should submit:

- An official high school transcript or general equivalency diploma (GED)
- Official college transcript(s) from all colleges previously attended
- Letter of recommendation from a professor, advisor, or employer (using the form provided by the Common Application or the Regis application)
- Mid-Term grade report for courses in which the student is currently enrolled (using the form provided by the Common Application or the Regis Application)
- Academic catalog and/or course descriptions for courses completed or in progress
- Personal statement explaining the reason(s) for transferring to Regis
- Official test results from either TOEFL or IELTS if English is not the student’s native language. (Regis TOEFL code is 3723.)

International Students
Regis welcomes applications from students of all countries. Admission procedures and deadlines are generally the same as those listed for first-year and transfer applicants.

In addition to the requirements listed above for first-year/transfer students, international applicants must submit:

- An official or certified copy of their secondary school and/or college/university transcript with English translation, when necessary, and a grade scoring report. International students who need to have their Official Transcripts translated are recommended to submit their information to Center for Educational Documentation, PO Box 170116, Boston, MA 02117, Tel. 617.338.7171, Fax. 617.338.7101, Website: www.cedevaluations.com or to an agency approved by the American Council on Education*.

- Regis is a Test Optional** institution. Students wishing to include test scores in their application review should use Regis’ SAT CEEB code: 3723 and/or ACT code: 1886. International students with a native language other than English are still required to submit their Test of English Language Proficiency (TOEFL) or International English Language Testing System (IELTS) scores as part of their admissions application (Regis TOEFL code is 3723.) The minimum TOEFL scores are 79(IBT)/213(CBT) or 550(PBT). The minimum score required on the IELTS is 6.5.

- International applicants must also submit a completed Financial Declaration Form with an official bank statement that demonstrates evidence of ability to finance their education.

Upon acceptance, international students are issued an I-20 information form. Upon receiving an international student’s enrollment deposit, with completed I-20 information form, the applicant will be issued an I-20 Form, which should be taken to the United States consulate or Embassy Office to obtain an F-1 student visa which will permit entry into the United States for full-time study at Regis.

* Transfer international students, who have taken college-level courses at a university outside of the United States, must submit transcripts to a credential evaluator for a credit evaluation of each course. Translations must be performed by an official agency.

** International Students interested in the Nursing program are still required to submit SAT or ACT scores, as are home-schooled students.
Home-Schooled Applicants
Regis welcomes applications from home-schooled students wishing to pursue a bachelor’s degree. Regis appreciates the unique perspective home-schooled students bring to the classroom and recognizes the important contributions made by these students as a part of student life. Regis makes a conscious effort to accommodate the special circumstances of home-schooled students during the admission process. In order to facilitate the evaluation of a home-schooled applicant’s candidacy, the student must submit the following items, in addition to the admission procedures and requirements listed above. Home-schooled students must submit all syllabi, reading lists, and grading records. If the student is pursuing a specific independent study course, the student should submit all information on the requirements for this course. In addition, the student is required to submit the SAT Reasoning or ACT scores as well as three SAT II test scores. Regis will review the application carefully, and if more information is required, the student may be sent a request to come to campus for further testing.

Undergraduate Nursing Applicants
Undergraduate applicants indicating an interest in nursing must be aware of the additional admission standards set by the Nursing Department. Candidates will be evaluated for admission to Regis and the Nursing program at the time of application. Admission to the Nursing program is competitive, due to the large number of applications received for the program and the limited number of spots available. For additional Nursing Admission Policies please see the Nursing Handbook Addendum. The Nursing Handbook Addendum is found on the Nursing Department home page.

Yellow Ribbon Program
Regis is pleased to participate in the Yellow Ribbon program of the U.S. Department of Veterans Affairs. For decades, Regis has worked with federal programs to help educate active duty members of the armed forces and veterans, especially in nursing and healthcare professions. Regis College is a “military friendly” campus. For more information please contact Regis Undergraduate Admissions at 1-866-438-7344.

Test Optional Policy
Regis does not require standardized test scores (SAT I, SAT II, and ACT) from its applicants, with the exception of those seeking admission to the full-time undergraduate Nursing program, students who are home schooled, or students wishing to pursue the St. George’s University Medical/Veterinary School dual admission option. (Regis College CEEB Code is 3723; ACT Code: 1886). International students with a native language other than English must submit their TOEFL or IELTS scores as part of their admission application (Regis TOEFL code is 3723.) Students may submit SAT II results in subject areas where they have achieved sufficient knowledge. These tests may be used to place students in the appropriate level of courses. For frequently asked questions in regards to test optional, please visit our website: www.regiscollege.edu/testopt.

Advanced Credit Opportunities
New students at Regis may be eligible for advance credit based upon college courses completed during high school or during the summer. The curricula at Regis is structured around core courses in liberal arts. A liberal arts course will generally transfer if:

- the course was completed at a regionally accredited postsecondary institution
- the grade earned is a C or better
- the content and depth of the course was similar to courses offered at Regis.

Credits may be awarded towards general education requirements, requirements for majors and minors, and/or elective credit.
To request credit for college coursework, new students should submit official college/university transcripts to the Center for Student Services.

Advanced Placement (AP) Examinations
Students who have been enrolled in advanced placement courses in secondary school and have taken the Advanced Placement Examinations may be granted college credit for scores of three, four, or five on the exams. In some instances, a score of four or five is required by a department for credit. These courses will count towards credits required for completion of the degree. The courses may or may not count towards the requirement of the major, depending upon a particular program’s policy. All students must submit official examination scores via the College Board. Please use the Regis College CEEB Code 3723.

International Baccalaureate Examinations
Regis recognizes the rigors of the International Baccalaureate program. Transcripts of students in such programs are evaluated on an individual basis by the Office of Academic Affairs to determine the number of college credits to be awarded. The credits for this evaluation include the student’s academic performance during the program and outcomes as demonstrated by final grades. Advanced standing credit may be awarded to students who have completed a Higher Level IB course examination(s). Official test scores must be submitted for evaluation.

GCE Advance A-Level, French Baccalaureate, German Abitur, Italian Maturita, and Swiss Maturite Examinations
Superior results on any of these examinations demonstrate a level of achievement beyond most standard high school programs. In order to receive credit, students must provide original documentation as it is available. Credits that may be awarded are subject to approval by the Office of Undergraduate Affairs.

Deferred Admission
Applicants planning to take a semester or an academic year off after their senior year of high school are encouraged to request a deferral after acceptance. Once admitted to Regis, candidates who wish to defer their enrollment must submit a written request to the Office of Admission and should also submit their non-refundable enrollment deposit. Enrollment can be deferred up to one year without filing a new application. Deferred students enrolled in an accredited institution will need to submit official college transcripts and course descriptions for course and credit evaluation.

Application Reactivation
Applicants whose undergraduate applications for admission are more than one year old must inform the Office of Undergraduate Admission and complete a reactivation form available from the Office of Undergraduate Admission or online at www.regiscollege.edu/applicationreactivation
This form must be completed to reactivate the undergraduate admission file. Previous undergraduate Regis students who wish to return and continue their studies at Regis should contact the Center for Students Services 781-768-7270 or css@regiscollege.edu to reactivate their files through the Registrar’s Office.

Campus Visits and Interviews
Undergraduate prospective students and their families are encouraged to visit the Regis campus. Regis offers many opportunities for students to visit including: open house programs, Preview Day, information sessions, overnights, individual interviews, and student-led campus tours. Prospective students are invited to spend the day on campus, attend classes, and tour the campus.
Although Regis does not require a personal interview, it is strongly encouraged. Admission counselors are assigned geographically.

The Office of Undergraduate Admission is open Monday through Friday, 9am–4:30pm, during the academic year and Monday through Friday, 8am–5pm, during the summer months. To schedule a visit please call 866-GET-REGIS (866-438-7344) or sign up at www.regiscollege.edu/ugvisit
Regis offers educational opportunities to students regardless of their economic circumstances. Financial aid is awarded on a competitive basis, with financial need being the primary factor. Admission decisions are made without regard for financial need, and only after a student is accepted does Regis review the application for financial aid. Financial aid from Regis is intended to supplement the student’s (and family’s) maximum effort toward meeting the cost of a private college education. Because the need for assistance may exceed the amount of resources available, students should seek scholarships, grants, and/or loans through local, state, or private sources. The Financial Aid Office is located in the Center for Student Services and can be reached by calling 781-768-7270.

Regis offers many types of financial aid. Students may be awarded scholarship funds or funds from 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. Financial aid is awarded on an annual basis, and applicants must reapply for assistance each year. Renewal of a student’s financial assistance in future years is contingent upon the following:

1. The student must file all application materials by the designated priority filing date.
2. The student’s financial circumstances, calculated eligibility, and enrollment status must remain consistent with the prior year.
3. Federal and state sources of funding remain available.
4. The student is determined to be making “satisfactory academic progress” as defined by Regis and federal regulations governing the financial aid programs. To remain eligible for Regis need-based grants or federal and state sources of funding, a 2.0 GPA is required (1.75 for the freshman first semester). The student must also complete 67 percent of attempted courses.

Regis participates in alternative financing programs that allow the student and/or family to pay through long-term financing or in monthly installments. Further information and applications may be obtained from the Regis website: www.regiscollege.edu/finaid

All students applying for need-based assistance must complete the Free Application for Federal Student Aid (FAFSA). Regis College, Weston, MA (Title IV Code #002206) must be designated as a recipient of this information.

The FAFSA should be completed as soon as possible after January 1 for the following academic year. While applications are considered on a rolling basis, financial aid is distributed on a first-come, first-served basis. Regis strongly recommends that returning students file the FAFSA by April 15 (see FAFSA online at www.fafsa.ed.gov). The IRS data retrieval tool is recommended when filing three weeks after submitting taxes to the IRS.
Regis is an active participant in all veteran’s educational reimbursement programs. For the Yellow Ribbon (post 9/11 GI Bill) program, Regis contributes $9,000 toward tuition. This $9,000 is matched by the Veteran’s Administration. Additional off-campus housing and textbook benefits are provided under the Yellow Ribbon Program.

Full-Time First-Year and Transfer Students
All first-year and transfer students must be accepted for admission before a determination of eligibility for assistance will be made. Students should begin the financial aid application process early, regardless of whether a decision has been made regarding their acceptance to Regis. In addition to the FAFSA, all first-year and transfer students must complete the Regis College Application for Financial Aid. This form is part of the Office of Admission’s application packet and is available on the Regis website at www.regiscollege.edu/finaidapp

First-year and transfer students are initially sent a tentative award based solely on the FAFSA. All financial aid recipients must submit supporting documentation before an award will be considered as verified. Further instructions are sent with the initial award.

Returning Students
Financial aid recipients must reapply for assistance each year. The FAFSA should be submitted online at www.fafsa.ed.gov by April 15 to be considered on time for the priority deadline. Additional documentation will be requested for students selected for federal verification or for whom information is conflicting or different from the prior year. Any additional information should be submitted to the Center for Student Services in College Hall 221. Additional documents may be found online at www.regiscollege.edu/finaid. During the summer, students will be notified via their Regis email to log on to Regis Access and view or print their award letter.

Part-Time Students
Students who are taking less than a full-time course load (as defined by federal regulation and Regis) may be eligible for some types of assistance. All students must complete the FAFSA in order to be considered for need-based programs. The Office of Financial Aid assists part-time students in identifying which programs are available to them and provides instructions for filing supporting documentation as needed.

Federal Verification
The federal processor determines who is selected for verification. If a student is selected, additional documents will be required and will vary by student and may be required at various times in the process. Read your Student Aid Report carefully and contact the school to determine what additional information is required.

Types of Financial Aid
Regis College Merit Scholarships
Merit scholarships are awarded to entering full-time, first-year and transfer students on the basis of academic achievement. Several scholarship levels exist to recognize student achievement including: Sister Thérèse Higgins Sisters of St. Joseph Scholarship, Sister Jeanne d’Arc O’Hare Merit Scholarship, Tower Scholarship, Community College Scholarship, Phi Theta Kappa Scholarship, Anniversary Scholarship, and Presidential Catholic Scholars. The designation of a merit scholarship remains in effect for up to four years of undergraduate study, provided the student maintains the minimum renewal requirements. Eligibility for merit scholarships is limited to a maximum of eight semesters of undergraduate enrollment if the scholarship is awarded to a new, first-year student. If awarded to a transfer student, eligibility is dependent
upon the class year at the time of admission (e.g., a transfer student admitted as a sophomore would be limited to a maximum of six semesters of merit scholarships). No determination of financial need is required. International students may qualify for merit scholarships. Scholarships are limited and competitive; therefore, it is highly recommended that the completed application for admission be submitted by February 15.

Returning Financial Aid
If a student finds it necessary to leave Regis for any reason on or before the 60 percent point of a semester (calculated using calendar days), the unearned portion of the financial aid awarded to the student must be returned according to the provisions of the Higher Education Amendments of 1998.

SALT™
Regis has teamed up with SALT™, a new membership program created by American Student Assistance (ASA), to help students plan and manage their finances including student loans. SALT and Regis want to help students and alumni to take charge of their money during and beyond college.

By activating a free SALT membership, students can take advantage of members-only features, such as:

- Interactive money management tools that show students how to take control of their finances.
- A personal dashboard that tracks all federal student loans in one place.
- Loan advice from SALT’s expert counselors.
- My Money 101—a self-paced, online resource that teaches students practical money management strategies for budgeting, credit cards, banking, and more.
- Access to thousands of jobs and internships to jumpstart students’ careers.
- Exclusive benefits that help students save and spend smartly.

For more information and to activate an account, visit www.saltmoney.org.
Tuition, Fees, and Other Charges*
All current tuition and fees can be found on the Regis website at www.regiscollege.edu/tuition

Contact the Center for Student Services at 781-768-7270 for updated information and a complete list of tuition, fees, and other charges. The Bursar’s Office may also be reached by e-mail: student.accounts@regiscollege.edu.

All tuition, fees, and other charges are reviewed annually by the Trustees, who reserve the right to change them at any time. Tuition, fees, and other charges do not include costs for textbooks, supplies, personal items, and transportation, which will vary depending upon each student’s personal needs. All application fees, deposits, and registration fees are nonrefundable. Special fees such as those for laboratory technology, science, art, and photography are refundable only if a student withdraws before classes begin.

Billing Policies and Procedures
The following Bursar’s Office policies and procedures are required to ensure effective business practices and compliance with federal, state, and other regulations, including those of the U.S. Department of Education. Questions should be directed to the bursar or a student accounts representative. References hereafter to Student Account Statement or student bill are terms that are used interchangeably and relate to any periodic billing statement.

Undergraduate semester bills for the academic year commencing in September are available on Regis Access in early July with a due date of mid-August for the fall semester, and in December with a due date of late 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 Regis and will be refunded following graduation.

* Information about tuition, fees, and other charges for students enrolled in Lawrence Memorial programs may be found in the Lawrence Memorial/Regis College catalogs or on this website: www.lmregis.org.
Payment Policies and Procedures

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

- **Online for credit card and electronic transfers**
  
  www.regiscollege.edu/student-life/current-students.cfm

  Click “Pay My Bill”

  This is an internet portal through Regis’ third-party payment partner, Official Payments.

- **Lockbox Payments at the address below**
  
  Regis College
  
  c/o Century Bank Electronic Services
  
  PO Box 87
  
  Medford, MA 02155

- **In Person at the Center for Student Services**
  
  Regular decision deadline for first-year applicants for fall entrance to accept payment in the form of cash, check, or debit/credit cards. We accept the following credit cards: VISA, MasterCard, American Express and Discover. Students may view their account bills any time on Regis Access.

Students assume the full responsibility for payment of their account with Regis and for any and all cost incurred by Regis to collect payments including late fees, collection costs, and legal fees.

**Fees**

Late Fee: All accounts not settled by each semester’s billing due date may be assessed a $100 per month late payment fee. Additional monthly late payment charges may be assessed.

Graduation Fee: A mandatory $225 graduation fee will be charged to all graduating students.

**Refund Policies**

These refund policies apply to a student who withdraws, drops out, takes a leave of absence, or otherwise fails to complete an enrollment period. Enrollment periods are on a semester basis for the academic year of September through May. A separate refund schedule applies to courses offered in the summer sessions.

The following schedule for semester-length courses is used to determine the portion of tuition, room and board charges, and course-related fees that will be refunded depending upon the withdrawal date from a course or from Regis. The date of withdrawal is generally considered to be the last day the student attended classes. Deposits and certain fees are not refundable at any time. Withdrawal refunds may be subject to an administrative processing charge of $100.

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of classes</td>
<td>100%</td>
</tr>
<tr>
<td>During the 1st and 2nd week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During the 3rd week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During the 4th week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>During the 5th week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal after the 5th week of class</td>
<td>No refund</td>
</tr>
</tbody>
</table>
Withdrawals
A student who is withdrawing from Regis must complete a Withdrawal Form which may be obtained from the Director of Advising. It is the student’s responsibility to obtain the necessary authorized signatures in order to ensure that all academic and financial matters are settled before the student leaves. Refunds will be delayed for any student who has not properly withdrawn. A student is responsible for any charges due to Regis that have not been paid at the time of withdrawal. Any refund scheduled to be returned to a student will first be applied to unpaid institutional charges, if any.

Payment Plans
Students who are unable to pay all required tuition and fees at one time are encouraged to investigate the monthly budget payment plan option. A monthly installment payment plan is offered by Regis through Tuition Management Systems. Enrollment is through their website at https://regiscollege.afford.com/Home. The amount budgeted may be paid in ten monthly installments for full-time students (payments commencing June 1) and in four or five monthly installments per semester for part-time students. There are nominal annual or per-semester application fees for the plan. There is no interest or other finance charges. Tuition budget plans terminated for non-payment may result in the assessment of late payment charges by Regis.

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 by Regis in due course. 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 subject 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 Regis 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, a revised financial aid amount, if any, will be reflected on the next billing.

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to Regis. Federal Stafford Loans, for example, are subject to fees of 1 to 4 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans. Federal work-study is awarded to qualified students to assist them with paying for books, supplies, and for personal expenses. On-campus work provides students with an opportunity to save money for future tuition bills. Federal work-study and Institutional work-funds are paid directly to the student and therefore may not be subtracted from the bill. Students who expect to receive financial aid or loans from any source, including Regis, should begin their application process well in advance of the beginning of the academic year.

Outside Scholarships/Awards
Students who have been awarded an outside scholarship may deduct it from the bill only if they furnish the Bursar’s Office and the Office of Financial Aid with a copy of the notification of award prior to the billing due date. A credit will not appear on the bill until such scholarships/awards are actually received by Regis. If an outside
organization requires a Statement of Account from Regis or verification of enrollment, the student must furnish the Bursar’s Office with the necessary authorization form as soon as possible prior to the billing due date.

Third-Party Billings
If an outside agency (e.g., Department of Veterans Affairs, the U.S. Army Reserve, etc.) has agreed to pay all or part of the student’s bill, the student must provide the Bursar’s Office with a billing authorization form or a copy of the reimbursement agreement from the third party on or prior to the payment due date. The Bursar’s Office will then bill the agency for the appropriate amount.

Health Insurance
Massachusetts law requires undergraduate students taking nine (9) credits or more to either demonstrate proof of comparable health insurance coverage or purchase a qualifying student health insurance plan. In order to assure that ALL Regis students are properly insured to meet the state law, all students are initially charged on their student account for the cost of the Harvard Pilgrim Health Care Student Injury and Sickness Insurance Plan. It is then the student’s choice whether to enroll in this insurance plan or waive the insurance and remain on a family or individual plan.

Once enrolled in the plan and the fee charged, it will not be removed from a student’s account. The enrollment/waiver period will be July to September. To waive this insurance, go to www.gallagherstudent.com/regis. To enroll in this plan, students must also go on-line to www.gallagherstudent.com/regis. Inquiries regarding plan coverage and related health services matters should be made to the Health Services Outpatient facility located in Maria Hall, or by calling 781-768-7290.

Contact Gallagher Student Health and Special Risk at 844-484-0087 or by email regissstudent@gallagherstudent.com.
The quality of a student’s course work is indicated by grades with the following significance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>No pass (Failure)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew/Pass</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew/Fail</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>

**Passing Grades**

Course grades are determined in accordance with published course syllabi. Generally, the minimum passing grade to earn academic credit is a D-. A higher minimum grade may be required to progress within certain majors/programs, to satisfy certain core requirement courses, and/or to satisfy certain course prerequisite requirements. Refer to specific program criteria regarding acceptable passing grades.

**Repeating a Course**

Students may not repeat a course in which they have earned a passing grade unless a higher grade is necessary to advance to a sequential course or to progress within a certain major/program. Students may not repeat any course more than once unless it is the only course that meets a specific core curriculum requirement or is a course that only bears institutional credit. Specific major/program criteria may supersede this policy. When a course is repeated, an asterisk is attached to the failing grade on the transcript and the failing grade does not get calculated into the student’s GPA.

**Pass/No Pass (P/NP) Grading Option**

Students may take no more than four courses required for a degree on a Pass/No Pass (P/NP) basis. Only one P/NP course may be taken in any given semester. Courses that are only offered on a P/NP basis do not apply to either of these limits. The P/NP option is not allowed for courses that are required for the major/program, for certain core requirement courses (EN 105, EN 106, QR 101, RC 101), and/or to satisfy certain course prerequisite requirements.

Only one course may be taken with the P/NP option in the minor field. Refer to specific program criteria regarding P/NP limitations. Only P or NP will be recorded on the student’s transcript. The P/NP grade is not computed in the grade point average (GPA); however, earned credits will be applied toward graduation requirements. Students are responsible for filing the appropriate request form with the Registrar’s Office prior to the published deadline. The Pass/No Pass choice is final and may not be requested retroactively.
Degree Requirements

To qualify for a Regis College baccalaureate degree, students must attain a cumulative GPA of at least 2.0 and have successfully completed a minimum of 120 credit hours.

For programs that award an associate degree, students must attain a cumulative GPA of at least 2.0 and have successfully completed a minimum of 60 credit hours. Minimum GPA and/or credit hour requirements may be different within certain majors/programs. Refer to the specific requirements of the appropriate major/program.

Dismissal from an Undergraduate and IAS Major

Students who earn two or more failing grades in a major subject or make insufficient progress within the major may be dismissed from that major. The maximum number of Ds in courses taken to fulfill the requirements of a major field may be no more than two. Determination and authority for dismissal from the major lie within each department/program.

Undergraduate Academic Progression

Class standing is determined as follows:

- to be eligible to enter the sophomore year, students must have successfully completed a minimum of 30 credits;
- to be eligible to enter the junior year, students must have successfully completed a minimum of 60 credits;
- to be eligible to enter the senior year, students must have successfully completed a minimum of 90 credits.

Students who wish to remain on a four-year degree completion plan but have earned fewer than 57 credits by the end of their sophomore year may need to acquire additional Intersession and/or Summer Session credits. This requirement does not include institutional credits (See below).

Undergraduate Academic Standing

The Director of Academic Advising reviews the academic records of all undergraduate students at the end of the fall and spring semesters to determine whether a student is in Good Academic Standing, defined below.

Definition of Good Academic Standing

To be in Good Academic Standing, undergraduate students:

1. Must achieve a GPA of at least 2.00 for each semester, and;
2. Must maintain a cumulative GPA of at least 2.00

First-Year Student Good Academic Standing:

1. First-year students must achieve a GPA of 1.75 in their first semester, and;
2. Must satisfy the Good Academic Standing criteria stated above by the end of the second semester of their first year.

Transfer Student Good Academic Standing:

1. Students who transfer to Regis must achieve Good Academic Standing as defined above upon their first semester of enrollment.

The Director of Academic Advising will refer students who are not in Good Academic Standing to the Academic Standing Committee (ASC) which will assign one of four
status levels described below for a period of one semester. The ASC may assign a student to the same status level for no more than two consecutive semesters.

Academic Warning
A student will be placed on Academic Warning if:
1. The student’s semester GPA is below 2.00, and;
2. The student has not previously failed to maintain Good Academic Standing.

Requirements
A student on Academic Warning must develop an Academic Progress Plan with their faculty advisor to help achieve Good Academic Standing at the end of the Academic Warning semester. The purpose of the Academic Progress Plan is to outline steps and resources to help the student improve their Academic Standing by the end of the fall or spring semester following their placement on an Academic Standing status.

Academic Probation Level I
A student will be placed on Academic Probation Level I if:
1. The student had been on Academic Warning in the previous semester but did not achieve a semester GPA of at least 2.00 in the subsequent semester, or;
2. The student has a cumulative GPA of less than 2.00.

Requirements
1. A student on Academic Probation Level I must develop an Academic Progress Plan with their faculty advisor. The purpose of the Academic Progress Plan is to outline steps and resources to help the student improve their Academic Standing by the end of the fall or spring semester following their placement on an Academic Standing status.
   a. A student may take Intersession or Summer Session courses to improve their Academic Standing prior to the fall or spring semester following their placement on an Academic Standing status. A student may submit a written request to the Director of Academic Advising prior to the add/drop deadline of the subsequent fall or spring semester seeking their removal from an Academic Standing status or a change in their Academic Standing status based upon their performance in Intersession or Summer Session coursework.

Restrictions
A student on Academic Probation Level I
1. May not hold student office (e.g., in student government or other student clubs organizations);
2. May not participate in intercollegiate athletics

Academic Probation Level II (“Up or Out”)
A student will be placed on Academic Probation Level II (“Up or Out”) if:
1. The student had been on Academic Probation Level I during the previous semester, but did not achieve a semester GPA of 2.00 and/or their cumulative GPA is not a 2.0 or better, or;
2. The student’s semester and/or cumulative GPA are below 1.00
Requirements

1. A student on Academic Probation Level II (“Up or Out”) must earn a grade no lower than a 2.00 in any three-credit or four-credit course.

2. A student on Academic Probation Level II (“Up or Out”) must develop an Academic Progress Plan with their faculty advisor. The purpose of the Academic Progress Plan is to outline steps and resources to help the student improve their academic standing by the end of the fall or spring semester following their placement on an Academic Standing status.

   a. A student may take Intersession or Summer Session courses to improve their Academic Standing prior to the fall or spring semester following their placement on an Academic Standing status. A student may submit a written request to the Director of Academic Advising prior to the add/drop deadline of the subsequent fall or spring semester seeking their removal from an Academic Standing status or a change in their Academic Standing status based upon their performance in Intersession or Summer Session coursework.

3. Failure to meet the requirements of Academic Probation Level II (“Up or Out”) will result in a student being placed on Academic Mandatory Leave.

Restrictions

A student on Academic Probation Level II (“Up or Out”)

1. May not hold student office (e.g., in student government or other student clubs/organizations);

2. May not participate in intercollegiate athletics

Academic Mandatory Leave (AML)

A student will be placed on AML if:

1. The student earns three or more “F” or “WF” grades, or;

2. The student fails to successfully complete 50 percent of attempted credits in any semester.

The ASC may use its discretion to give special consideration to first semester freshmen who fail to successfully complete 50 percent of attempted credits in any semester.

Requirements

1. A student on AML must develop an Academic Progress Plan with the Director of Academic Advising and their faculty advisor to address academic deficiencies during their semester away from Regis.

2. At the end of the semester of the AML, the student may submit a written petition the Academic Standing Committee (via the Director of Academic Advising) for re-admittance to Regis.

Restrictions

A student on AML will not be considered a Regis student during the term of their AML. Specifically a student on AML:

1. May not enroll in or attend Regis courses;

2. May not participate in any Regis extracurricular activities;

3. Will be removed from Regis housing
The ASC will place a student in a status level based upon the criteria stated above for each particular status level. The ASC may, however, exercise its discretion to place a student within a status level even where the student does not satisfy the criteria for that status level based upon a written analysis of some or all of the following factors:

1. Previous Academic Standing history;
2. The student’s personal, medical, or family circumstances;
3. A violation of Academic Integrity or Classroom Code of Conduct.

Academic Standing Appeals
Students may appeal their Academic Standing status level to the Director of Academic Advising within 14 days of receiving notice of their Academic Standing status level. Academic Standing appeals must be in writing and must be based upon new information not previously available to the Academic Standing Committee or Director of Academic Advising.

Leave of Absence Procedures
These procedures apply to all undergraduate students at Regis. A leave of absence is a temporary interruption of a student’s matriculation at Regis during which the student does not participate in any academic program or course work; does not participate in any Regis activities; and does not have access to Regis facilities, including residence halls. As stated in more detail below, a student may take a leave of absence on a voluntary basis, for academic reasons, or for medical reasons. The director of Academic Advising is responsible for administrative oversight of the leave of absence procedure.

I. Voluntary Leave of Absence
Students may request a voluntary leave of absence for personal or financial reasons. This option may not be used in lieu of facing disciplinary action due to any violation of Regis rules, regulations, policies, or practices. A voluntary leave of absence has no effect on a student’s academic or disciplinary status – that status remains in effect upon a student’s potential return from voluntary leave of absence.

A. Request
1. The student should discuss a voluntary leave of absence with his or her academic advisor.
2. The student must complete a “Leave of Absence Request Form” and submit it to the director of Academic Advising who will review and approve or deny the leave request in consultation with the appropriate academic and administrative offices, including, but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar.
3. The student will submit the completed form to the Registrar and Center for Student Services for recording.
4. The terms and conditions of an approved leave shall be set forth in the approval letter.

B. Duration
The duration of a voluntary leave of absence will be a minimum of one (1) academic semester to a maximum of one (1) calendar year. After a leave has commenced, a student may request an extension or reduction of the leave period. A request for an extension or reduction of the leave period must be submitted, in writing, to the director of Academic Advising and must show good cause. Extension or reduction of the leave period will be made by the director of Academic Advising in consultation with the appropriate academic and administrative offices, including, but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar.
C. Return

1. No less than three (3) weeks prior to the first day of classes of the semester in which the student seeks to return, the student must petition the director of Academic Advising, in writing, of his/her intention to return at the conclusion of the stated leave period.

2. The director of Academic Advising will contact the appropriate academic and administrative offices (including, but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar) to determine the eligibility of the student to return from the voluntary leave of absence.

3. The director of Academic Advising will notify the student and the appropriate academic and administrative offices, in writing, of the approval or denial of his or her petition to return from the voluntary leave of absence.

4. If the return is approved, the student must schedule an appointment with his or her academic advisor to register for courses in advance of the start of the semester.

5. The student must also notify the Office of Residence Life and Housing if he or she plans to return to on-campus housing. Housing is provided on a space-available basis and is not guaranteed.

II. Academic Mandatory Leave

See above for the full mandatory leave of absence policy and procedure.

III. Voluntary Medical Leave of Absence

Students may take a voluntary medical leave of absence for medical or psychological reasons.

A. Request

1. The student is encouraged to discuss a voluntary medical leave of absence with his or her Academic Advisor and/or another Regis College faculty or staff member. Staff members in Student Affairs and the Office of Community Health Services are well equipped to assist in the process.

2. The student must complete a “Leave of Absence Request Form” and submit it to the director of Academic Advising. The director of Academic Advising, in consultation with the director of Community Health Services, will approve or deny the leave request.

3. The student will submit the completed form to the Center for Student Services for recording.

4. The terms and conditions of an approved leave shall be set forth in the approval letter.

B. Duration

The duration of a voluntary medical leave of absence will be a minimum of one (1) academic semester to a maximum of one (1) calendar year.

After a leave has commenced, a student may request an extension or reduction of the leave period. A request for an extension or reduction of the leave period must be submitted, in writing, to the director of Academic Advising and must show good cause. Extension or reduction of the leave period will be made by the director of Academic Advising in consultation with the appropriate academic and administrative offices, including, but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar.
IV. Return from Voluntary Medical Leave of Absence

1. No less than three (3) weeks prior to the first day of classes of the semester in which the student seeks to return, the student must petition the director of Academic Advising, in writing, of his/her intention to return at the conclusion of the leave period.

2. Students on voluntary medical leave of absence must submit documentation at the time of petition via confidential fax or mail to the director of Community Health Services. This documentation must be from the student’s current treating medical or mental health professional and must address the student’s ability to successfully pursue a course of study.

3. Documentation will be reviewed by the director of Community Health Services and/or the director of Counseling Services. If documentation is deemed insufficient to make a determination regarding the petition to return, the director of Community Health Services and/or the director of Counseling Services may request additional information.

4. The vice president of Student Affairs (or his or her designee), in consultation with the director of Community Health Services and/or the director of Counseling Services and any other appropriate academic and administrative offices, will determine the eligibility of the student to return from the voluntary medical leave of absence.

5. The director of Academic Advising will notify the student and the appropriate academic and administrative offices, in writing, of the approval or denial of his or her petition to return from the medical leave of absence prior to the start of the semester.

NOTE: In certain cases, a student’s return to active status may include specific conditions designed to clarify expectations, provide appropriate support, and ensure student success. These conditions will be set by the vice president of Student Affairs (or his or her designee) in collaboration with the director of Academic Advising, faculty advisor, and the academic department. For example, if there is a potential need for temporary or ongoing disability accommodation, the student will be referred to the Director of Student Disability and Accessibility Services.

NOTE: Students in certain programs may be required to meet additional criteria to return to the program. Please see that Program Handbook Addenda for specific information.

6. If the return is approved, the student must schedule an appointment with his or her academic advisor to register for courses in advance of the start of the semester.

7. The student must also notify the Office of Residence Life and Housing if he or she plans to return to on-campus housing. Housing is provided on a space-available basis and not guaranteed.

VI. Academic Program Considerations

Some academic programs and departments have program-specific requirements and/or criteria required for successful completion of the academic program. These program-specific criteria may require that a student on leave provide additional medical documentation and/or meet additional criteria for return in the context of voluntary medical leave of absence. Therefore, a student considering a leave should consult his or her academic program or department regarding his or her leave of absence. Students who do not provide the additional medical documentation or who do not satisfy the additional criteria necessary to return to a specific academic program will not be permitted to return.
to that academic program, but may be permitted to return to Regis College into a
different academic program.

VII. Financial Aid Considerations
Taking a leave of absence may also include financial implications. Before taking any
leave of absence, a student should consult the Center for Student Services to discuss any
impact the leave may have on his or her financial aid.

VIII. Appeal Procedures
A student may file an appeal related to a leave of absence only in the following
circumstance:

Denial of Return from Voluntary Medical Leave of Absence
A student who is denied his or her return from medical leave of absence petition may
appeal the decision to the Vice President of Student Affairs (or his or her designee)
within three (3) business days (excluding weekends and federal and state holidays) of
the decision. The appeal must be made in writing and should set forth the basis for
the appeal. Appeals will only be considered if new evidence that was unknown at the
time of the initial decision has become available which would have significantly altered
the decision. The leave of absence appeal Committee shall review the record and any
additional information submitted by the student and will make a decision to affirm or
reverse the decision prior to the start of the semester. The decision made by the Leave
of Absence Appeal Committee is considered final.
Honors Program

The Honors Program at Regis offers qualified students a stimulating and challenging learning experience and opportunities for distinguished scholarship. Through a combination of rigorous coursework, supported service-learning experiences, and exciting enrichment activities, the Honors Program prepares students to become leaders committed to the betterment of the human condition and our society, a goal that is central to the Regis mission. Please consult with Honors Program Director, Dr. Michelle Cromwell, for additional information.

Honors Program Eligibility

First year students who have been accepted to Regis with combined SAT scores of at least 1100 (verbal and math) and a high school GPA of 3.50 or above, are invited to participate in the Honors Program. Additionally, students can also be invited to participate if they have a GPA of 3.7 or higher and have opted not to submit test scores. Students who are not yet in the Honors Program and who have earned a cumulative GPA of 3.50 or higher after at least one year at Regis may apply for admission to the program. Students must maintain a cumulative GPA of 3.45, the college honor of cum laude, to remain in and graduate from the program. Additionally, any student not enrolled in the Honors Program who has the intention of applying and has a cumulative GPA of at least 3.30, as well as the permission of the program director and the course instructor, may enroll in a course for honors credit as course limits allow.

All students who choose to take a course for honors credit must earn a letter grade in that course.

Honors Program Requirements

Courses: Students who enroll in the program will complete a total of six honors courses, which include honors sections of regularly offered courses and ID 330 Contributing to the Common Good, the required Honors Program Seminar. In the junior or senior year, Honors Program students, with advance approval by the graduate program director, may take up to two graduate-level courses that can be counted toward the six-course requirement.

Common Housing: Sophomores and juniors in the Honors Program will be housed in Honors Program designated housing in College Hall. By living together, students will engage with one another outside of the classroom in a close-knit community as well as take part in co-curricular opportunities both on and off campus. Freshman students living on campus will take part in programs developed to enrich their first-year experience.

Service: Each year in which a student is enrolled in the Honors Program, s/he is expected to participate in community leadership, service learning, and/or personal enrichment projects and programs on and off campus. Included in this commitment is a 30-hour service-learning experience which is a part of the capstone component for the Honors Seminar, ID 330 Contributing to the Common Good. During the senior year, Honors Program students may also be invited to assist faculty in teaching honors-level courses, to undertake advanced research projects, or to assume leadership in the operation of the Honors Program.
Enrichment: Throughout their undergraduate years, students enrolled in the Honors Program are expected to take advantage of a variety of personal and academic enrichment activities and mentoring opportunities that are offered both on and off campus.

College Honors at Graduation
The bachelor’s degree is awarded with college honors. Students can take no more than four courses total required for graduation on a pass/no pass basis.

College honors are based on the following GPA criteria:

- 3.90 summa cum laude
- 3.70 magna cum laude
- 3.45 cum laude

Transfer students who have completed a minimum of 17 to 25 courses (for the class of 2012) or 54 credits (classes of 2013 and beyond) at Regis are also eligible for honors designation. The total number of transfer credits applied to the Regis degree must have a grade point average of 3.45. The category for honors is then computed using the GPA earned at Regis. Transfer students with fewer than 17 Regis courses (for the class of 2012) or fewer than 51 credits (classes of 2013 and beyond) are not eligible for college honors. Students pursuing a degree in three years are eligible for honors designation.

Dean’s List
To be eligible for the undergraduate student Dean’s List as a sophomore, junior, or senior, a student must have a semester GPA of at least 3.50. For first-year students, a semester GPA of at least 3.25 must be attained. The GPA calculated to determine eligibility for the Dean’s List is based (for the class of 2012) on four or five 3-credit or 4-credit courses taken for a letter grade (A, B, C, D, F) or (for the classes 2013 and beyond) five 3-credit or 4-credit courses taken for a letter grade. The Dean’s List is determined at the conclusion of each semester. Students with a grade of I (Incomplete) for the semester coursework are ineligible for consideration.

Departmental Honors
A student may pursue a plan of studies in the junior and senior years that leads to a bachelor’s degree with departmental honors. The plan includes a sequence of two independent studies as part of the academic program. An honors thesis of excellent quality based on the student’s independent research must be submitted and successfully defended orally.

A student who has demonstrated academic distinction in the major field and who is interested in departmental honors applies to the department chair of the academic major at the end of the sophomore year and no later than February 1 of the junior year. Additionally, the student establishes the parameters of the project prior to formal registration for the first semester of the senior year. To be eligible for participation, the student must have a minimum GPA of 3.0 and evidence of distinguished achievement in the major discipline at the time of application. Generally, such evidence will consist of a GPA of 3.5 in the major discipline. In unusual cases, the program faculty, by majority vote, may modify the minimum GPA requirement in the major discipline.

The student’s participation is approved by the program faculty and supervised by a program faculty member.

The student must maintain the minimum overall GPA required for eligibility. Candidacy is terminated at the end of any semester in which the student does not maintain these standards or if progress in honors does not meet the standards
established by the faculty supervisor and the program. In such instances, a student may receive credit for independent study with the approval of the program faculty. An independent study grade will be assigned by the faculty director.

A student will graduate with departmental honors upon the recommendation of the program faculty. This recommendation is based on the GPA and on the quality of the honors thesis and its oral defense. The successful student receives recognition for departmental honors during the Baccalaureate Ceremony.

National and International Honor Societies
Membership in honor societies is open to students who have maintained a high scholastic record and have given evidence of leadership and service. Students are inducted into honor societies during an annual Honors Induction Ceremony. These societies are:

**ALPHA LAMBDA DELTA**, national scholastic honor society for first-year women

**BETA BETA BETA**, Upsilon Omega Chapter, national biological honor society

**DELTA EPSILON SIGMA**, national honor society for graduates of Catholic Liberal Arts Colleges, Iota Chapter

**LAMBDA NU**, national honor society in medical imaging

**LAMBDA PI ETA**, honor society in communication

**PI EPSILON-AT-LARGE**, Sigma Theta Tau international honor society in nursing

**PI GAMMA MU**, international honor society in Social Science, Massachusetts Beta Chapter

**PI LAMDA THETA**, international honor society in education

**PSI CHI**, national honor society in psychology

**SIGMA TAU DELTA**, international honor society in english
Cross-Registration
Regis has a cross-registration agreement with Babson College, Bentley University, Boston College and Lasell College that permits undergraduate students from one campus to register for courses on another. Full-time, degree-seeking juniors and seniors may take one course each semester at one of the exchange institutions tuition free, provided that the course is not given at Regis and that the home institution has approved the course. Exception may be made for well-qualified, lower-division students who wish to pursue coursework in fields of study unavailable at Regis. To pursue this possibility, the student should contact the Office of Academic Affairs. The student should consult with the faculty advisor as to the benefit of taking a course at one of these institutions and then visit the Center for Student Services for appropriate forms.

Courses Offered
Individualized Study
Three types of individualized study are available for students: independent study, tutorials, and internships. Normally, individualized study courses are limited to full-time juniors and seniors who may take one such course each semester.

- **Independent Study**
  Independent study (409A-410A) courses offer students the opportunity to pursue areas of scholarly interest not covered by the regular curriculum. Students are responsible for securing the assistance of a faculty advisor to guide and supervise their work throughout the semester. Students are also responsible for conducting research and completing a final project. Visit the Center for Student Services for appropriate form.

- **Tutorials**
  Tutorials (409B-410B) consist of individualized instruction and intensive dialogue with the student’s study director. Topics of interest to the student and of educational merit are explored in depth. Visit the Center for Student Services for appropriate form.

- **Internships**
  Regis actively promotes, and often requires, that students participate in internships and other experiential learning opportunities. The Center for Internships and Career Services was created to provide students with the tools they need to secure an internship(s) and ultimately a job in their field of choice. The Center runs classes, workshops, and provides one-on-one counseling to prepare students to find and secure an internship. The Center and Director of Internships and Career Services can be reached by calling 781-768-7271.

Internships offer students opportunities to apply classroom learning to the world of work while receiving academic credit. Through internships, students can examine and clarify their own career-related interests, abilities, and values in a variety of fields.
Under the direction of experienced professionals, student interns observe and participate in practical work settings. A faculty member serves as an advisor to each student who undertakes an internship. See the Director of Internships and Career Services for appropriate forms.

The Director of Internships and Career Services catalogs all internship requests received from employers. The perspectives of students who have previously completed internships are also available for perusal. Possibilities for internship placements exist within the public, private, and non-profit sectors. Career interest areas include the sciences, healthcare, environmental affairs, social action, public administration, law, criminal justice, human services, education, fine and graphic arts, communication, finance, and business. Regis juniors and seniors are eligible to complete internships for academic credit during academic semesters and the summer. Students interested in pursuing internships should consult their departmental advisors and the Director of Internships and Career Services.

Individually-Designed Major
The individually-designed major allows a student to design a program of studies according to his or her own interest and the aims of a liberal arts education. The program is designed to spur achievement and personal and intellectual development in ways other than those provided by the traditional majors. It is meant to be a major concentration characterized by creative integrity and firm academic rationale. It is appropriate for a student who has defined her or his goals, who can devise plans for meeting those goals, and who possesses the self-discipline and intellectual competency necessary for bringing those plans to completion.

It is expected that the student’s program will be comparable in breadth and depth to a typical departmental concentration. Initiating such a major program requires that the student first meet with the Directors of Academic Advising and Academic Student Services, who serves as Advisor for Individually-Designed Majors. The student should also obtain the cooperation of two faculty members to serve as advisors. They must represent two departments from which the student expects to draw much of the coursework. The student then writes a proposal for an educational plan with the guidance of the faculty advisors. The proposal is reviewed by the School(s) Curriculum and Academic Policies (CAP) Committee, which recommends acceptance, suggests modifications, or rejects it. The complete details are contained in the booklet Guidelines for Individually-Designed Majors at Regis. Copies of this booklet are available from the Office of Academic Affairs.

Students interested in the Individually-Designed major must maintain a minimum 2.75 cumulative GPA and are encouraged to apply during the first semester of their sophomore year.

Pre-Law Program
No particular course of study is a prerequisite for admission to law school. The main guide to undergraduate study should be the student’s own interests and talents. A student is prepared for law school if he or she possesses a strong academic record and demonstrates the skills deemed essential for legal education.

These include:

- comprehension and expression in words, both oral and written
- critical understanding of the human institutions and values with which the law deals
- creative power in thinking and problem solving
Regis College also has an articulation agreement with the Western New England College School of Law (WNESOL). This is a 3+3 program in which students complete their BA in a designated field in three academic years and then complete their JD in the subsequent three years at WNESOL.

**Pre-Medical/Pre-Dental/Pre-Veterinary**

Pre-Professional Programs are not majors, but programs designed for students based on the general requirements of medical, dental, and veterinary schools and by the Association of American Medical Colleges, the American Dental Education Association, and the Association of American Veterinary Colleges. Students wishing to pursue these programs should consult with their faculty advisor and the committee. We recommend students choose a major subject consistent with their own aptitudes and interests. Admission requirements vary by school, but the minimum requirements are outlined below.

**Minimum requirements for admission**

- Biology: BI 103 and BI 104 Introductory Biology
- Recommended: BI 210 Cell Biology and BI 307 Genetics
- Chemistry: CH 103 and CH 104 General Chemistry, CH 305 and CH 306 Organic Chemistry, and CH 315 and CH 316 Biochemistry
- Physics: PY 213 and PY 214
- Mathematics: MA 106 Calculus, MA 210 or MA 211 and MA 212 Statistics
- Recommended additional calculus course: MA 203
- Required/advised: psychology, sociology, and writing
- Earned GPA of at least 3.4

For information regarding our dual admission program with St. George’s University Medical and Veterinary Schools, please visit www.regiscollege.edu/articulation.

**Articulation Agreements**

Once completing the Bachelor’s degree at Regis, students have a variety of options for direct entry into a variety of graduate programs. The programs and schools are:

- Saint George’s University: direct accept into Medical School and Veterinary Medicine School. Both of these are 3+4 programs, meaning that students will complete their bachelor’s degree after the first year at SGU.
- Salve Regina University: direct accept into PhD in Heritage Studies
- Western New England University School of Law: direct accept into law school. This is a 3+3 program, meaning that students will complete their bachelor’s degree after the first year at the WNEU School of Law.

For specific information on these agreements, please visit: www.regiscollege.edu/articulation.

**Sisters of Saint Joseph College Consortium Student Exchange Program**

The Sisters of Saint Joseph College Consortium Student Exchange Program offers students the opportunity to enrich their educational experience by studying for a semester or a year at a member campus:

- Avila University, Kansas City, MO
- Chestnut Hill College, Philadelphia, PA
- Elms College, Chicopee, MA
- Fontbonne University, Saint Louis, MO
- Mount Saint Mary’s College, Los Angeles, CA
- The College of St. Catherine, St. Paul, MN
- The College of Saint Rose, Albany, NY

Information about the exchange program may be obtained from the Office of Academic Affairs.

Study Abroad
The Study Abroad Office is part of the Center for Global Connections at Regis. Study abroad experiences can be tailored to individual comfort levels so students get exactly what they want from the experience. The amount of time spent overseas could range from a few weeks in the summer to an entire academic year. Students can choose to live with host families, among foreign students, or surrounded by other Americans. A number of programs are offered and scholarships and financial aid may also available. Students can view programs and apply online at:
http://regiscollege.abroadoffice.net/index.html

Regis also offers faculty-led programs during spring break and right after the spring semester when students can get an international experience with other Regis students and faculty. These trips coincide with a Regis course during the semester, and the trip can last from 7 to 21 days.

Students interested in foreign study must consult with the Director of the Center for Global Connections for information on approved programs and procedures. Students must have a minimum GPA of 2.75, be on good academic standing, and not be on disciplinary probation. Prior conduct violations may prevent study abroad approval. All non-Regis courses must be approved prior to study abroad travel. Grades achieved for non-Regis courses must be C or better.

The Center for Global Connections is located in College Hall 207 and can be reached by calling 781-768-7843.

Policy on the Integration of Graduate Courses and Undergraduate Degree Requirements
Upon the written approval of their undergraduate advisor and the appropriate graduate program director, qualified undergraduate students may enroll in specified Regis graduate courses. Up to three Regis graduate courses may count toward both the total number of courses required for the baccalaureate degree and the total number of courses required for the Regis master’s degree.

Procedures and Student Qualifications for Taking Graduate Level Courses
Undergraduate students holding junior or senior status with an overall GPA of at least 3.0 may seek permission to enroll in a graduate level course (maximum of three graduate courses total, only one course may be taken per semester). The qualified student must meet with the appropriate graduate program director and undergraduate advisor. With the written approval of both, the student may enroll in the specified graduate level course(s). These graduate courses provide academic credit toward completion of the bachelor’s degree and, with the grade of B- or better, will fulfill some of the course requirements of the Regis graduate degree. A lesser (but passing) graduate course grade may only count toward the baccalaureate degree and will not count toward the graduate degree. The Graduate Record Examination or similar qualifying examination will be waived for Regis students who achieve grades of B- or better in at least two Regis graduate level courses. Formal admission into a Regis master’s program will be available for these students upon completion of the Regis baccalaureate degree with a cumulative GPA of 3.0 or better and upon completion of the appropriate graduate application process which may include letters of reference.
Student Life
The development of the whole person and commitment to leadership and service are Regis hallmarks. Throughout their Regis experience, both undergraduate and graduate students are encouraged and challenged to grow intellectually, socially, spiritually, physically, emotionally, and occupationally. This development, learning, and growth occur both inside and outside the classroom, including in the residential setting. Each student is provided the opportunity, as well as the responsibility, to become involved in a variety of campus activities, co-curricular programs, athletic teams, community service, and leadership opportunities that are a vital part of the Regis learning experience. For Division of Student Affairs updates, please follow us on Twitter @RegisStuAffairs

Residential Living
The Residence Life Program is designed to reflect Regis’ commitment to provide an atmosphere that creates an interactive learning environment that supports a total educational experience. We aim to create a safe environment which is committed to a holistic approach to both an intellectual and social atmosphere, while fostering the emotional and spiritual growth of our residents.

Our program supports an atmosphere that emphasizes a strong sense of community celebrating diversity, creating leadership opportunities and encouraging our residents to take pride in themselves and each other through mutual respect and understanding.

Residence Life Staff
Living on campus at Regis provides an opportunity to experience a world that is both challenging and rewarding. The Office of Residence Life is dedicated to being helpful and supportive. If a resident has any questions about his/her room, roommate, the rules and regulations, the community or Regis itself, the Residential Life staff is a great place to start finding the answers. The Office of Residence Life is responsible for staff selection and training, counseling, program planning, and all general housing concerns. The Director of Residence Life, and the Residence Life Staff strive to make students’ on-campus living experience as fulfilling and enjoyable as possible.

A professional Resident Director manages each residence area: Domitilla, Angela, College, and Maria Halls. As a member of the Residence Life Staff, the Resident Director lives in the residence hall. Each Resident Director supervises a team of Resident Assistants (RAs) and is responsible for their training, supervision, and evaluation. Saint Joseph Hall is supervised by a live-in Residence Life Graduate Intern. These professional staff members are responsible for the administration of the residence hall, informal counseling of residents, emergency response, and for encouraging and supporting programs and activities within the hall.

As members of the Residence Life Staff, RAs are the first, and often best, individuals to turn to with a question. An RA lives on each floor or wing and is available to discuss personal and interpersonal conflicts, to refer students to resource persons, to help develop residence hall programs and to work closely with the Resident Director in the administration of the residence hall. RAs are also on duty to address problems when the administrative offices are closed.
Commuter Student Services
Regis provides an abundance of activities and support services for commuter students. The Student Programming and Leadership Department plans social events and hosts a series of Commuter Luncheons throughout the year. Student lounge space can be found in the College Hall Foyer. Mailboxes are available to commuting students in the campus post office. Many commuters use the Regis shuttle, which provides regular transportation to Riverside Station and other scheduled destinations. A “Ride Systems” app is available at www.regisshuttle.com to track where the Regis shuttle is though a GPS tracking device installed on the shuttle. Commuters are encouraged to take advantage of all that Regis has to offer.

Center for Ministry and Service
While preserving the rich Catholic heritage of Regis, rooted in the tradition of the Sisters of St. Joseph of Boston, the Center for Ministry and Service is invested in the spiritual development of all students and offers programs that foster student growth in faith, self-awareness, and service to others.

The Center for Ministry and Service welcomes students of all faiths, especially those who are searching for spiritual growth at this time in their lives.

Along with student leaders, the Campus Ministers provide opportunities for students to engage in community service, both locally and internationally. In the Center for Ministry and Service, students are able to explore deeper relationships with themselves, others and God, in an atmosphere of inclusion, respect, and acceptance.

Student Disability and Accessibility Services
Regis is a community of diverse learners. Whether students have academic support needs or physical accommodation needs, Regis offers an array of services that can support our students, both in the classroom and beyond. In order to receive these services, students must register with the Office of Student Disability and Accessibility Services (OSDAS) and provide the necessary documentation and diagnostic testing. The Director of OSDAS is available to meet with students to review their documentation and discuss their unique needs. OSDAS is located in College Hall 389, within the Academic Center for Excellence. Lawrence Memorial/Regis College nursing and radiography students seeking accommodation for documented disabilities should contact the Director, Student and Alumni Services, on the Medford campus.

International Student Services
International students face a wide variety of challenges while studying in the United States. Those issues can include immigration issues, VISA questions, as well as learning how to adapt to a new and different culture. The Office of International Student Services and the Center for Global Connections at Regis provide students with support for any and all situations that may arise.

The Office of International Student Services creates and endorses an environment in which all members of the campus have an understanding and appreciation of the international perspective and sustains this mission through cultural, educational, and social programming.

The Center for Global Connections is well versed in the rules and regulations for F-1 students and can help students navigate policies set forth by the Department of Homeland Security.

Social, Cultural, and Service Programs
Regis is a vibrant and diverse community, made up of unique and inspiring individuals from across the country and around the globe. Regis programs reflect this diversity and demonstrate the value the community places in service and leadership.
From social events sponsored by multicultural student organizations, to musical performances from hot new artists, to the latest theatre production in the Fine Arts Center, students are exposed to an amazing array of on-campus programs and events. Combine this with our close proximity to Boston, and students have access to world-class social, recreational, service, and cultural opportunities—both on and off campus.

The Sisters of St. Joseph practice the principle of the Dear Neighbor by serving the community, caring for those in need, and by promoting the spirit of welcoming all. This principle of the Dear Neighbor is woven into the fabric of the community and informs the Regis commitment to social justice, civic engagement, and community service. Guided by these values, Regis students, faculty, and staff organize and participate in a wide variety of community service and service-learning projects, both locally and globally.

Student Programming and Leadership

Get involved! Whether organizing an alternative spring break service program or introducing students to the myriad cultural and social opportunities in greater Boston, the Office of Student Programming and Leadership strives to develop student leaders who serve and enhance their community. The Office includes full-time professional staff members devoted to working with students and student organizations to create innovative and engaging leadership, co-curricular, service, and social programming based on initiative, ownership, and continuous improvement. Follow the many opportunities and programs on Twitter at www.twitter.com/regisactivities.

Regis Student Organizations

Listed below are just some of the many ways for students to become involved in the Regis community. If you are interested in starting a new club or organization, stop by the Office of Student Programming and Leadership in the Student Union, Room 215 or call 781-768-7049.

AAA (Asian American Association)
BSO (Black Student Organization)
CAB (Campus Activities Board)
Campus Ministry
Class Officers
Commuter Association
CVSA (Cape Verdean Student Association)
Dance Company
Dynasty Step Squad
Education Club
Glee Club
GNSO (Graduate Nursing Student Organization)
GSA (Gay-Straight Alliance)
HASO (Haitian American Student Organization)
Hemetera Literary Magazine
Instrumental Ensemble
International Student Club
LASO (Latin American Student Organization)
Mount Regis (Yearbook)
Nuclear Medicine
Orientation Staff
PaGE (Politics and Global Events)
Pride Photo
Psychology Club
Red Cross Club
Regis College Theatre Company
RHA (Residence Hall Association)
SAAC (Student Athlete Advisory Committee)
Science Club
SGA (Student Government Association)
SNA (Student Nurse Association)
Tower Society (Student Ambassador Program)
WRGS (College Radio Station)

Athletic Programs
The Athletic Department sponsors intercollegiate teams for both men and women.

Men’s Intercollegiate Varsity Teams
- Basketball
- Cross Country
- Lacrosse
- Soccer
- Swimming and Diving
- Tennis
- Track and Field (Indoor)
- Track and Field (Outdoor)
- Volleyball

Women’s Intercollegiate Varsity Teams
- Basketball
- Cross Country
- Field hockey
- Lacrosse
- Soccer
- Softball
- Swimming and Diving
- Tennis
- Track and Field (Indoor)
- Track and Field (Outdoor)
- Volleyball

Regis is a member of the New England Collegiate Conference, Great Northeast Athletic Conference, ECAC, and NCAA Division III, and competes in the championships sponsored by those organizations. In addition to intercollegiate varsity sports and club sports, intramural activities include competition in basketball, volleyball, dodgeball, and flag football. For those interested in less competitive activity, the athletic facilities are available seven days a week for recreational use. Within the Athletic Facility, the Mary Carr Simeone Fitness Center provides a full range of cardiovascular machines—treadmills, steppers, bicycles, rowing ergometers, and an elliptical trainer—as well as free weights and Cybex equipment available for use by all members of the Regis community.
Associate Degree Requirements
In partnership with Lawrence Memorial Hospital, Regis awards an Associate of Science degree in Nursing and in Radiography. For detailed information about these programs, see the Lawrence Memorial/Regis College (LM/RC) website, visit www.lmregis.org. Application to these programs must be made to LM/RC and requires submission of an application and required materials on the appropriate LM/RC application.

Baccalaureate Degree Requirements
Regis 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 core curriculum requirements. Certain programs, such as Nursing, Nuclear Medicine Technology, Social Work, Sonography, and Elementary and Secondary Teaching Licensure Programs, require the student to earn a higher GPA and more than 120 credits hours.

A normal course load for a full-time student is 15 credit hours per semester, with 30 credit hours as a minimum in any one academic year. Highly qualified students must receive permission from their advisor and the Director of Academic Advising to take more than five 3- or 4-credit courses in any one semester. Three health and fitness courses, each equivalent to one credit hour, may be counted toward the degree.

Eligibility to Participate in Commencement
Seniors who are in good academic standing but who will not be able to fulfill all degree completion requirements by the annual May Commencement may be eligible to “walk” at this ceremony if they can provide evidence to the Registrar and their academic advisor that they have no more than two courses to complete toward degree completion, and that this outstanding coursework can be successfully completed during the summer immediately following Commencement. These students receive only a diploma case at Commencement and are listed in the Commencement program as degree candidates for August 31 of the same year.

The Major
The major, or field of concentration, is usually selected at the end of the first year and generally comprises no fewer than eight and no more than twelve courses in one academic program. (The maximum number of Ds in courses taken to fulfill the requirements of a major field may be no more than two.) Each academic major has its own prerequisites and requirements, which are listed in this catalog at the head of the program’s course offerings. Regis College offers majors in these disciplines:

- Biochemistry
- Biology
- Communication
- Criminal Justice Studies
- Education
- English
- Global Business Management
- Health and Fitness Studies, with tracks in Sports Management, Nutrition, and Exercise Science
- Interdisciplinary Studies in the Humanities
- Mathematics Education
- Medical Imaging, with tracks in Breast Imaging, Diagnostic Medical Sonography, and Interventional Radiology
- Nursing
- Psychology
- Public Health
- Social Work

In addition to these traditional major fields, Regis offers highly motivated and gifted students the opportunity to design a major program of studies in accordance with their own interests and in light of the aims of a liberal arts education. Such an individually designed major combines academic disciplines in an innovative way and does not serve in lieu of a major generally offered by other colleges and universities.

Beginning with the First Year Experience for all first-year students, Regis offers a wide variety of seminar classes. These meetings are designed to stimulate creative thinking, analysis, and synthesis through discussion. Regis requires the student to take up to two upper-level seminars in the major.

THE MINOR

Students have the option of pursuing a minor in addition to their major field of study. A minor typically consists of 18 credits in a given academic program. Only one course (3 credits) may be taken with the pass/no pass option in the minor field. Students meet with the academic program advisor and complete a “Declaration of Minor” form, available in the Center for Student Services, for each minor they wish to declare.

Requirements of the minor vary from one program to the next, so students are advised to review specifications of their intended minor fields of study with the appropriate program advisor. A listing of advisors for the minor is available in the Center for Student Services.

Minors are currently offered in the following disciplines:

- Accounting
- Art
- Biology
- Chemistry
- Communication
- Economics
- English
- Exercise Science
- International Relations
- Laboratory Operations Management
Core Curriculum Requirements

The Regis College Core Curriculum is designed to bring the student in contact with the heritage and foundation of the College as well as the contemporary world and the individual within it. During the senior year, the student presents a culminating project that applies and integrates the components of a Regis education in the form of the Capstone Portfolio. A single course may not be taken to meet more than one requirement within the Core Curriculum.

Effective with the Class of 2015, students must fulfill requirements in the following areas:

**HERITAGE AND FOUNDATION**

**FIRST YEAR SEMINAR:** (3 credit hours) RC 101 (fall semester)

**MATHEMATICS:** One of the following: MA 101, MA 103, MA 105, MA 210, MA 212, or MA 220

**WRITING:** EN 105 Writing Seminar and EN 106 Critical Reading, Thinking, and Writing

**RELIGIOUS STUDIES:** One of the following: ID 222, RS 102, RS 107, RS 108, RS 201, RS 202, RS 206, RS 208, RS 211, RS 215, or RS 216

**PHILOSOPHY:** One of the following: PH 101, PH 103, PH 104 or PH 201

**ETHICAL REASONING AND ANALYSIS:** One of the following: ID 304 Exploring Ethics, BI 401 (science majors only), or RS 305/551

**CONTEMPORARY WORLD AND SELF**

**HISTORY:** One of the following: HI 103, HI 104, HI 106, HI 107, HI 108, HI 111, HI 112, HI 113, HI 211, HI301, HI310, HI 318, HI 322, or HI 354

*Note: Nursing majors choose between a course in History or a course in Literature.*

**LITERATURE:** One of the following: EN 204, EN 205, EN 206, EN 211, EN 218, EN 222, EN 228, EN 229, EN 311A, EN 320, EN 322, EN 325 (cross-listed as SP 325), ID 220-07, SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross-listed as EN 325)
Note: Nursing majors choose between a course in History or a course in Literature.

SOCIAL SCIENCES: Two of the following: CO 203, CO 204, CO 206, CO 209, CO 306, CO 324, EC 203, HI 103, HI 104, HI 106, HI 107, HI 108, HI 113, HI 318, HI 322, HI 354, HFS 150, ID 214, LG 201, MT 203, MT 204, NU 203, PBH 200, PO 210, PO 211, PO 230, PO 231, PO 326, PO 351, SW 202, SO 201, WS 201.

Note: Nursing majors should complete NU 203 and either SO 201 or SW 202 to meet the Social Sciences Core requirement.

NATURAL SCIENCES: A total of 7 credit hours from different disciplines; at least one course must include a laboratory requirement.

Select from: BI 103, BI 104, BI 108, BI 203, CH 103, CH 104, CH 105, CS 103, CS 104, ID 224A, ID 224B, ID 236, PS 204

EXPRESSIVE ARTS: A total of 3 credit hours selected from the following offerings: AH 201, AR 222, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 209A, EN 210, EN230, GD 241, IT 101, IT 102; 3 credits will be earned after two consecutive semesters of Chamber Singers (MU 320, MU 321); 3 credits will be earned after three semesters of Glee Club (MU 315, MU 316), 3 credits will be earned after three semesters of Instrumental Ensemble (MU 300), PG 100*, SP 100*, SP 101, SP 102, SP 201, SP 202, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.

*Note: ONLY Nursing majors may fulfill this requirement by completion of PG 100 or SP 100.

APPLICATION AND INTEGRATION

The Core Capstone Experience

Creation of an electronic portfolio during the Senior year.

(Note: The Core Capstone Experience is cross-listed with the capstone course required of students pursuing the BS in Nursing.)

(Note: Minimum of 120 credits required for degree completion for most majors. A single course may not be taken to meet more than one requirement within the Core Curriculum. MA 096 and EN 100 only confer institutional credit and may not be applied toward degree completion credits required.)

Effective with the Class of 2016, students must fulfill requirements in the following areas:

HERITAGE AND FOUNDATION

FIRST YEAR SEMINAR: RC 101 (fall semester)

Learning Outcome: Students will articulate and apply the values of the CSJs to present day issues and problems as they engage in opportunities to practice CSJ values in academic and co-curricular experiences and use the values as context for personal decision-making.

MATHEMATICS: One of the following: MA 102, MA 104, MA 105, MA 210, MA 212, or MA 220

Learning Outcome: Students will apply mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form to solve different types of problems.
WRITING: EN 105 Writing Seminar and EN 106 Critical Reading, Thinking and Writing

Learning Outcome for EN 105: Students will express ideas orally and in writing that are appropriate and relevant in content and format for a variety of purposes and audiences.

Learning Outcome for EN 106: Students will gather, evaluate, and organize information from both traditional and electronic sources and appreciate the legal, ethical, and social implications for use.

RELIGIOUS STUDIES: One of the following: ID 222, RS 102, RS 107, RS 201, RS 202, RS 206, RS 208, RS 211, RS 215, RS 216, RS 280 or RS 309.

Learning Outcome: Students will identify, connect, and apply the principles that characterize the Catholic intellectual tradition to appropriate issues in academic and co-curricular settings.

PHILOSOPHY: One of the following: PH 101, PH 103, PH 104, or PH 201

Learning Outcome: Students will state arguments accurately and clearly, and identify strengths and weaknesses of different arguments, before stating their own opinion or conclusion.

ETHICAL REASONING AND ANALYSIS: One of the following: ID 304 Exploring Ethics, BI 401 (Science majors only), RS 305/551.

Learning Outcome: Students will recognize ethical issues and defend conclusions using relevant evidence and reasoned argument.

CONTEMPORARY WORLD AND SELF

HISTORY: One of the following: HI 103, HI 104, HI 106, HI 107, HI 108, HI 111, HI 112, HI 113, HI 200, HI 211, HI 301, HI 307, HI 310, HI 354, or MS 201.

Learning Outcome: Students will recognize and analyze key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.

(Note: Nursing majors choose between a course in History or a course in Literature.)

LITERATURE: One of the following: EN 204, EN 205, EN 206, EN 211, EN 218, EN 222, EN 228, EN 311A, EN 320, EN 322, EN 325 (cross-listed as SP 325), SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross-listed as EN 325).

Learning Outcome: Students will recognize cultural traditions and understand and appreciate the diversity of the human experience.

(Note: Nursing majors choose between a course in History or a course in Literature.)

SOCIAL SCIENCES: One of the following: CO 206, CO 209, EC 203, HI 108, HI 113, HI 200, HI 204 (currently HI 104), HI 210, HI 212, HI 314, HFS 150, ID 214, MT 203, NU 203, PO 210, PO 211, PO 230.

Learning Outcome: Students will identify and analyze a current social and political issue at the local, national, and global levels.

AND

One of the following: CO 203, CO 204, HI 106, HI 200, HI 211 (currently HI 111), HI 290, HI 311, HI 354, HI 355, HP 200, LG 201, MT 204, PO 231, SW 202, SO 201, WS 201.

Learning Outcome: Students will assess and articulate positions on a contemporary issue with an awareness and appreciation of the viewpoints of others.
NATURAL SCIENCES: One of the following: BI 103, BI 104, BI 108, BI 203, CH 103, CS 103, ID 224A, ID 224B, PS 203.

Learning Outcome: Students will assess the role, interaction, and limitations of science in complex issues, including technology, society, and ethics.

AND

One of the following: BI 103, BI 104, BI 105, BI 108, CH 101, CH 104, CH 105, CS 101, ID 224B, ID 236, PS 204.

Learning Outcome: Students will apply the scientific method, develop quantitative problem solving skills and use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.

EXPRESSIVE ARTS: One of the following: AH 201, AH 304, AH 306, AH 313, AR 221, AR 222, AR 337, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 209A, EN 210, EN 230; GD 347, IT 101, IT 102, MU 208, two consecutive semesters of Chamber Singers (MU 320, MU 321), three semesters of Glee Club (MU 315, MU 316), three semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, SP 101, SP 102, SP 201, SP 202, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.

Learning Outcome: Students will demonstrate an understanding of an aesthetic or artistic discipline and the creative process therein.

(Note: Nursing majors ONLY may fulfill this requirement by completion of SP 100 or PG 100.)

APPLICATION AND INTEGRATION
The Core Capstone Experience
Creation of an electronic portfolio during the senior year.

(Note: The Core Capstone Experience will be cross-listed with the capstone course required in students' major.)

(Note: A single course may not be taken to meet more than one requirement within the Core Curriculum.)

Effective with the Class of 2017, students must fulfill requirements in the following areas:

HERITAGE AND FOUNDATION
FIRST YEAR SEMINAR: RC 101 (fall semester)

Learning Outcome: Students will articulate and apply the values of the CSJs to present day issues and problems as they engage in opportunities to practice CSJ values in academic and co-curricular experiences and use the values as context for personal decision-making.

MATHEMATICS: One of the following: MA 102, MA 104, MA 105, MA 210, MA 212, or MA 220.

Learning Outcome: Students will apply mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form to solve different types of problems.

WRITING: EN 105 Writing Seminar and EN 106 Critical Reading, Thinking and Writing

Learning Outcome for EN 105: Students will express ideas orally and in writing that are appropriate and relevant in content and format for a variety of purposes and audiences.
Learning Outcome for EN 106: Students will gather, evaluate, and organize information from both traditional and electronic sources and appreciate the legal, ethical, and social implications for use.

**RELIGIOUS STUDIES:** One of the following: ID 222, RS 102, RS 107, RS 201, RS 202, RS 206, RS 208, RS 211, RS 215, RS 216, RS 280 or RS 309.

Learning Outcome: Students will identify, connect, and apply the principles that characterize the Catholic intellectual tradition to appropriate issues in academic and co-curricular settings.

**PHILOSOPHY:** One of the following: PH 101, PH 103, PH 104, or PH 201

Learning Outcome: Students will state arguments accurately and clearly, and identify strengths and weaknesses of different arguments, before stating their own opinion or conclusion.

**ETHICAL REASONING AND ANALYSIS:** ID 304 Exploring Ethics, BI 401 (Science majors only) or RS 305/551

Learning Outcome: Students will recognize ethical issues and defend conclusions using relevant evidence and reasoned argument.

**CONTEMPORARY WORLD AND SELF**

**HISTORY:** One of the following: HI 103, HI 104, HI 107, HI 108, HI 111, HI 112, HI 211, HI 221, HI 290, HI 301, HI 307, HI 310.

Learning Outcome: Students will recognize and analyze key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world. *(Note: Nursing majors choose between a course in History or a course in Literature.)*

**LITERATURE:** One of the following: EN 204, EN 205, EN 206, EN 211, EN 211A, EN 218, EN 222, EN 228, EN 229, EN 311A, EN 320, EN 322, EN 325 (cross listed as SP 325), SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross listed as EN 325).

Learning Outcome: Students will recognize cultural traditions and understand and appreciate the diversity of the human experience. *(Note: Nursing majors choose between a course in History or a course in Literature.)*

**SOCIAL SCIENCES:** One of the following: CO 206, CO 209, EC 203, HI 104, HI 108, HI 112, HFS 150, ID 214, ID 230, MT 203, NU 203, PBH 200, PO 210, PO 211, PO 230.

Learning Outcome: Students will identify and analyze a current social and political issue at the local, national, and global levels.

AND

One of the following: CO 203, CO 204, HI 211, HI 311, LG 201, MT 204, PO 231, SW 202, SO 201, WS 201.

Learning Outcome: Students will assess and articulate positions on a contemporary issue with an awareness and appreciation of the viewpoints of others.

**NATURAL SCIENCES:** One of the following: BI 103, BI 104, BI 108, BI 203, CH 103, CS 103, ID 224A, ID 224B, PS 203.
Learning Outcome: Students will assess the role, interaction, and limitations of science in complex issues, including technology, society, and ethics.

AND

One of the following: BI 103, BI 104, BI 105, BI 108, CH 101, CH 104, CH 105, CS 101, ID 224B, ID 236, PS 204.

Learning Outcome: Students will apply the scientific method, develop quantitative problem solving skills and use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.

EXPRESSIVE ARTS: One of the following: AH 201, AH 304, AH 306, AH 313, AR 221, AR 222, AR 337, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 209A, EN 210, EN 230, GD 241; GD 347, IT 101, IT 102, MU 208, two consecutive semesters of Chamber Singers (MU 320, MU 321), three semesters of Glee Club (MU 315, MU 316), three semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, SP 101, SP 102, SP 201, SP 202, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.

Learning Outcome: Students will demonstrate an understanding of an aesthetic or artistic discipline and the creative process therein.

APPLICATION AND INTEGRATION

The Core Capstone Experience

Creation of an electronic portfolio during the senior year.

(Note: The Core Capstone Experience will be cross-listed with the capstone course required in students’ major.)

(Note: A single course may not be taken to meet more than one requirement within the Core Curriculum.)

Effective with the Class of 2018, students must fulfill requirements in the following areas:

HERITAGE AND FOUNDATION

FIRST YEAR SEMINAR: RC 101 (fall semester)

Learning Outcome: Students will articulate and apply the values of the CSJs to present day issues and problems as they engage in opportunities to practice CSJ values in academic and co-curricular experiences and use the values as context for personal decision-making.

MATHEMATICS: One of the following: MA 102, MA 104, MA 105, MA 210, MA 212, or MA 220.

Learning Outcome: Students will apply mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form to solve different types of problems.

WRITING: EN 105 Writing Seminar and EN 106 Critical Reading, Thinking and Writing

Learning Outcome for EN 105: Students will express ideas orally and in writing that are appropriate and relevant in content and format for a variety of purposes and audiences.

Learning Outcome for EN 106: Students will gather, evaluate, and organize information from both traditional and electronic sources and appreciate the legal, ethical, and social implications for use.
RELIGIOUS STUDIES: One of the following: ID 222, RS 102, RS 107, RS 201, RS 202, RS 206, RS 208, RS 211, RS 215, RS 216, RS 280 or RS 309.

Learning Outcome: Students will identify, connect, and apply the principles that characterize the Catholic intellectual tradition to appropriate issues in academic and co-curricular settings.

PHILOSOPHY: One of the following: PH 101, PH 103, PH 104, or PH 201.

Learning Outcome: Students will state arguments accurately and clearly, and identify strengths and weaknesses of different arguments, before stating their own opinion or conclusion.

ETHICAL REASONING AND ANALYSIS: ID 304 Exploring Ethics, BI 401 (Science majors only) or RS 305/551.

Learning Outcome: Students will recognize ethical issues and defend conclusions using relevant evidence and reasoned argument.

CONTEMPORARY WORLD AND SELF

HISTORY: One of the following: HI 103, HI 104, HI 107, HI 108, HI 111, HI 112, HI 211, HI 221, HI 290, HI 307, HI 310.

Learning Outcome: Students will recognize and analyze key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.

(Note: Nursing majors choose between a course in History or a course in Literature.)

LITERATURE: One of the following: EN 204, EN 205, EN 206, EN 211, EN 211A, EN 218, EN 222, EN 228, EN 229, EN 311A, EN 320, EN 322, EN 325 (cross listed as SP 325), SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross listed as EN 325).

Learning Outcome: Students will recognize cultural traditions and understand and appreciate the diversity of the human experience.

(Note: Nursing majors choose between a course in History or a course in Literature.)

SOCIAL SCIENCES: One of the following: CO 206, CO 209, EC 203, HFS 150, ID 214, ID 230, MT 203, NU 203, PBH 200, PO 210, PO 211, PO 230.

Learning Outcome: Students will identify and analyze a current social and political issue at the local, national, and global levels.

AND

One of the following: CO 203, CO 204, LG 201, MT 204. PO 231, SW 202, SO 201, WS 201.

Learning Outcome: Students will assess and articulate positions on a contemporary issue with an awareness and appreciation of the viewpoints of others.

NATURAL SCIENCES: One of the following: BI 104, BI 108, BI 203, CH 103, CS 103, ID 224A, ID 224B, PS 203.

Learning Outcome: Students will assess the role, interaction, and limitations of science in complex issues, including technology, society, and ethics.

AND

One of the following: BI 103, BI 105, CH 101, CH 104, CH 105, CS 101, ID 224B, ID 236, PS 204.
Learning Outcome: Students will apply the scientific method, develop quantitative problem solving skills and use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.

**EXPRESSIVE ARTS:** One of the following: AH 201, AH 304, AH 306, AH 313, AR 221, AR 222, AR 337, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 209A, EN 210, EN 230, GD 241; GD 347, IT 101, IT 102, MU 208, **two** consecutive semesters of Chamber Singers (MU 320, MU 321), three semesters of Glee Club (MU 315, MU 316), three semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, SP 101, SP 102, SP 201, SP 202, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.

Learning Outcome: Students will demonstrate an understanding of an aesthetic or artistic discipline and the creative process therein.

**APPLICATION AND INTEGRATION**

The Core Capstone Experience

Creation of an electronic portfolio during the senior year.

(Note: The Core Capstone Experience will be cross-listed with the capstone course required in students’ major.)

(Note: A single course may not be taken to meet more than one requirement within the Core Curriculum.)
Courses on the lower level (100-299) are planned primarily for first- and second-year students. Upper-level courses (300-410) are more advanced and are intended for juniors and seniors. These distinctions are not absolute. Upon the recommendation of the course instructor and the Director of Academic Advising, properly qualified students may take courses marked for the upper level, and under certain circumstances, students in the upper level may elect lower-level courses. However, once a student has successfully completed a course at a higher level in a sequence, the student may not subsequently enroll in a course at a lower level in that sequence. For example, a student cannot take Math 210 after having successfully completed Math 211. Similarly, a student may not take Spanish 101 or 102 after Spanish 201.

Courses are not given for fewer than ten (10) students except for those with the approval of the School Dean and Vice President of Academic Affairs.

Minors are available in most programs. Contact the Department Chair for more information.

First-Year Seminar
David Gilmore and Walt Horner, Program Co-Directors

The Regis First-Year Seminar course is a signature component of a Regis education and a cornerstone for advanced study. The Seminar is a multisection course with a common syllabus and common co-curricular activities that involve all first-year students and select Regis faculty. It meets twice a week during the fall semester for one hour and fifteen minutes and receives three credits. The course serves as an introduction to the values and world view of the Sisters of St. Joseph, the founders of Regis. This investigation includes an engagement with aspects of the Catholic Intellectual Tradition and Catholic Social Teaching. Through a variety of methods, first-year students gain an understanding of, and appreciation for, the guiding principles of Regis. In addition, students gain skills in accessing campus resources and in meeting the requirements of their degrees.
Learning Overview

Regis offers credit bearing co-curricular learning opportunities (courses) designed to enhance the academic program and engage students in learning beyond the classroom.

A student can take no more than two (2) co-curricular learning courses and earn no more than three (3) co-curricular learning credits in any academic term (semester). Co-curricular learning credits earned in an academic term will be used to help determine student status, academic standing, and financial aid eligibility. Co-curricular learning credits cannot be used to replace any of the course requirements of the Core Curriculum.

No more than four (4) co-curricular learning credits may be used by an undergraduate student as general elective credit towards degree completion requirements. Co-curricular course completion and award of credit will be determined using the pass/no pass evaluation method.

CO-CURRICULAR COURSE DESCRIPTIONS

CC 100 Peer and Team Leadership
This 1-credit course connects academic and co-curricular learning within the New Student, Transfer, Parent, and International Orientation programs. Students in this course will examine the leadership principles, student development theories, and communication strategies necessary to execute an effective Orientation Program that serves a diverse population. In this learning community, students will also develop a deeper appreciation for the Regis experience, understand the importance of New Student Orientation, and learn about the available resources and services offered on campus. As a culminating co-curricular field experience, course participants will lead New Student Orientation programming as Orientation Leaders, putting into practice the leadership, student development, and communication theories and principles learned in the course.

CC 101 Community Leadership Development
This 1-credit course is designed to provide a comprehensive understanding of the principles of community leadership within the context of an experiential learning setting. Emphasis is given to community living atmospheres and related student development theory that are pertinent to the populations within the field setting, leadership development and styles, communication practices and approaches, and case study analysis involving community trends and emerging demographics.

CC 102 Leadership for Social Change
This 1-credit course explores the foundations of leadership and social change theory by examining models of leadership in relation to the Congregation of the Sisters of St. Joseph (CSJ) values and mission of Regis College. Students will apply their leadership skills and document their development as leaders by organizing and leading a hands-on co-curricular project that addresses a social justice issue. Students will also reflect critically upon individual and social responsibility and their leadership skill-set through a series of structured writing assignments, group discussions, and presentations.

CC 103 Principles of Health and Wellness
This 1-credit course explores health and wellness topics and provides a basic overview of the necessary information and skills to promote healthy, proactive lifestyles for college students. Students will examine current information in the areas of alcohol, eating disorders, exercise, mental health, nutrition, preventative health, sexuality, sleep, and substance abuse. The course also focuses on the practical application of the topics presented, as well as the impact of lifestyle choices and the importance of self-responsibility.

CC 104 Hashtag Social Media
This course connects academic and co-curricular learning through the use of social media in today’s society. Students in this course will examine social media principles, communication theories, and communication strategies necessary to connect social media with their personal lives and professional careers. In this learning community, students will develop a deeper appreciation for the use of social media, understand the
importance of how it applies a 360° approach into their lives, and learn about how social media is used to build community. As a culminating co-curricular experience, course participants will present a social media campaign to the Regis community, putting into practice the principles and theories learned in this 1-credit course.

CC 105 Hot Topics & the Art of Civil Discourse
Are you passionate about current events and interested in engaging with others to share your ideas and viewpoints? In this 1-credit co-curricular course, students will experience and learn the fundamentals of what it means to be an engaged citizen through the exploration of a number of contemporary “hot topics.” As a foundation, students will be grounded in the value, process, and art of civil discourse. The culminating co-curricular project will involve the hosting of a series of focused dialogues that address current issues facing society (e.g., immigration, climate change, race, obesity, education inequality, health care reform, terrorism, polarized congress, etc.). Students will work together to plan and facilitate the dialogues, conduct research on the topics, and provide relevant information to participants.

CC 106 Studies in Inclusive Excellence: Disability and Society
This 1-credit course explores topics relating to disability and encourages student reflection on their personal connections to these issues. Students will learn the history of disability rights in the United States and be able to identify key issues regarding social justice in the context of disability. Through experiential learning opportunities, readings, guest presenters, and various assignments and projects, students will have the opportunity to interact with disability culture in new ways. As part of their co-curricular experience, students will be asked to challenge the standard definition of disability and work to create a more inclusive and accepting community at Regis.

COMMUNICATION
Joan Murray, Department Chair  Sara Weintraub  Jim Armstrong  Naomi Kooker  Lindsay Caddle LaPointe  Kirsten Whitten  Thomas Meade

Student Learning Outcomes for Communication

Students will:

- Evaluate major communication theories and apply theories within the discipline
- Prepare and present effective oral, written, and visual messages
- Collaborate in small groups using effective teamwork skills
- Conduct and synthesize research on a communication topic
- Apply effective techniques for communicating in a diverse workforce
- Integrate communication-related knowledge through a supervised internship

MAJOR

COMMUNICATION

Required for the Communication Major
Three courses in theory: CO 203 and two of the following: CO 206, CO 209, CO 305, CO 306, CO 322, CO 332, CO 334, CO 345
Two courses in advanced writing: Students must select two of the following: CO 212, CO 219, CO 220, or EN 223
One course in visual communication: CO 215* or CO 221*
One course in oral communication: CO 204*, CO 304, or TH 201, two seminars: CO 400 and CO 401
In addition, students must complete an internship (ID 413) or independent study, complete three TH/CO/DA electives, and take four courses beyond the introductory level in another department or complete an outside minor.

* Students taking AR 241 or AR 242 are exempt from this requirement.

Please consult the department web page for sample four-year degree completion plans and suggested courses at: http://www.regiscollege.edu/academics/ug-programs.cfm

MINOR

COMMUNICATION

Required for the Minor
CO 203; one additional theory course: CO 206, CO 209, CO 305, CO 306, CO 322, CO 332, or CO 334; two courses in advanced writing: CO 212, CO 219, CO 220, or EN 223; one course in oral communication: CO 204, one additional communication elective

COURSE DESCRIPTIONS

CO 203 Introduction to Communication
This course provides a broad survey of communication and its various components. Topics include intrapersonal, interpersonal, public, and mass communication, as well as the study of language and meaning, listening, and nonverbal communication.
CO 204 Public Speaking
The goal of this course is to help students gain ease and confidence speaking in front of an audience. Students learn to research, organize, develop, and deliver a variety of public speeches.

CO 206 Introduction to Public Relations: Foundations and Principles
This course explores the role of public relations in the profit and not-for-profit areas today. It provides the history and background, as well as the legal and ethical aspects of the field. The course also focuses on the principles of persuasion, identification of internal and external publics, the use of audience research, and the tools and techniques of the public relations profession. Prerequisite: EN 105 or instructor permission.

CO 207 Classics of the American Cinema
This course examines twelve major films representative of the significant developments in the history of American cinema. Critical analysis and discussion focus on historical-social influences, prominent directors, genres, and major themes. The loss of the female voice and distortion of women in American filmmaking is also examined.

CO 208 Introduction to Cinema Studies
This course is designed to introduce students to the visual dynamics and history of filmmaking. It will cover the structure, styles, and various approaches to analyzing and interpreting film. The overall aim is to help students understand how the various elements of film fit together. Examples of film styles, structure, and technology will be drawn from classics of world film from the beginning to the present.

CO 209 Communication Media
This course presents a historical overview of the development of the communication media since the Communication Revolution of the 19th Century. The nature, scope, and function of the print, film, sound and electronic media will be examined. It will also include critical discussion of the problems and potentials of each medium, with particular emphasis given to the moral values of free and responsible mass communication.

CO 212 Writing for the Communication Professional
This course offers students an opportunity to learn about different types of writing for professionals within the communication field. It includes a combination of lecture, guest speakers, writing workshop, peer critique, and independent outside-of-class research. Writing and project presentation skills will be stressed. Public relations, marketing, in-house communication (company newsletters, etc.), advertising, and promotional writing will be covered. Prerequisite: EN 105 or with instructor permission.

CO 214 Introduction to Broadcasting
This course features an overview of the workings of the electronic broadcast media, focusing on radio, television and the Internet. Specific areas discussed include organizational structure, programming formats, government regulation and career opportunities. Special attention will be given to current trends and controversies as new technology continues to emerge.

CO 215 Video Production I
This course prepares students for entry-level positions in video production and editing. Students develop the basic skills and techniques required to produce and edit video projects. These include using a video camera, lighting, sound recording, video and audio editing, and basic special effects. The course utilizes standard video and audio software, such as Final Cut Pro, Adobe Photoshop, GarageBand, Soundtrack Pro and iTunes. In addition, the program covers cinematography, basic narrative structure, direction and production planning. This course that provides both practical and theoretical experience.

CO 219 Journalism
This course will review the traditional criteria of news value and the basic skills essential to the journalist’s role as reader, writer, reporter, and ethicist. Students will produce six major papers utilizing current computer technology.

CO 220 Feature Writing
The course focuses on feature writing for publication in contemporary print or online media and emphasizes the basic skills of the non-fiction writer: interviewing, reporting, writing, editing, and revising. Students will write and critique a wide range of non-fiction writing forms. Prerequisite: EN 105 or instructor permission.

CO 221 Visual Communication
This course offers an exploration of visual communication with special emphasis on the role of the visual in perception, on techniques for visual thinking, and on the creation of visual messages utilizing current visual technology. Students will have hands-on experiences with a variety of digital technologies, their uses and applications in the field of communication. Preference to majors.

CO 222 Photography I
This is a course in the fundamentals of photography for the advanced student. Color composition and color theory are studied. An introduction to the basics of digital photography and printing is included. An SLR manual camera is required.
CO 240 Screenwriting
This course provides students the opportunity to develop a film script while increasing their use of individual voice, creative method, and screenwriting technical skills. All students will produce a completed treatment, script outline, and first act of a feature length screenplay. As every writer has an individual working style, each student will be encouraged to develop a creative approach appropriate to his or her needs and subject matter.

CO 302 Film Theory and Criticism
Film Theory and Criticism explores theoretical and critical approaches to the study of cinema. Theories and methods in this course will examine issues relating to production and authorship in the film arts, political ideology, ethics, aesthetics, cultural diversity, and schools of thought within the liberal arts such as psychoanalysis, gender criticism, queer theory, Marxism, postmodernism, postcolonial theory, post-structuralism, transnationality, and reception theory. Students should expect to read extensively and complete critical writing assignments.

CO 304 Advanced Public Speaking
The purpose of this course is to further develop the student’s skill to communicate before an audience. Components of this course will include longer prepared speeches, impromptu talks, analysis of notable speeches, and the use of visual aids to enhance communication. Prerequisite: CO 204

CO 305 Small Group Communication
This course emphasizes the study and the theory of small group communication and provides students the opportunity to apply the principles of the course to several discussion formats including the panel, symposium and roundtable discussion. Topics include problem solving, decision making, leadership, group climate, as well as the influence of culture, status, and power on group effectiveness. Prerequisite: CO 203 or instructor permission

CO 306 Interpersonal Communication
Interpersonal relationships are an important aspect of an individual’s personal and professional life. This course will focus on the various elements of interpersonal communication and will provide a theoretical and practical approach to understanding and improving one’s interpersonal awareness and communication. Prerequisite: CO 203 or instructor permission

CO 320 New Media
In this course students will develop an understanding of the utilization and applicability of new media technology for a variety of purposes. The course will feature web-based tools for social networking (YouTube, Wordpress, Second Life, Flickr), mobile communications (Twitter and location-based media tools), and digital audio and syndication (iTunes and Evoca). Team projects will allow students to develop collaborative skills and demonstrate proficiency in using these communication technologies for business and professional purposes. Prerequisite: CO 221 or CS 103, preference to CO majors

CO 322 Organizational Communication
This course will examine the nature and importance of communication in organizational settings. Theoretical and cultural perspectives on the organization will be examined and topics such as conflict management, leadership style, ethics, teamwork, and issues of gender and diversity will be explored. Prerequisite: CO 203 or instructor permission

CO 323 Photojournalism
Students will examine the process of spending a considerable amount of time with a story in order to illustrate a story without words. The evolution of journalistic ethics will be the subject of ongoing discussions throughout the semester. In addition this course will focus on the technical, aesthetic, and interpersonal skills needed to produce images. Students taking this class are expected to hand in photos to accompany story headlines or articles. They might also take still photos for feature stories and develop their own captions. An SLR manual camera is required. Prerequisite: CO 222 or instructor permission

CO 324 Photography II: Advanced Techniques
This is a course that will build upon basic photography knowledge and techniques. This hands-on course will cover the more complex aspects of exposure, printmaking skills, lighting, and composition while increasing photographic concepts and vision. Focus will be weighted heavily towards digital manipulation in programs such as Adobe Photoshop. An SLR manual camera is required. Prerequisite: CO 222

CO 332 Intercultural Communication
This course will deal with a broad spectrum of factors affecting international and intercultural communication: cultural, economic, political, social, and ethical. Communication problems of third world nations as well as cross-cultural issues in developed countries will be explored. Particular attention will be given to the changing role of women in the process of development. Prerequisite: CO 203 or instructor permission

CO 334 Advanced Public Relations
This course examines specific uses of public relations in a variety of areas including healthcare, education, entertainment, sports, and travel. Relevant public relations cases, in both national and international practice, are studied. Written, oral, and visual tactics, including the use of new
technologies, are emphasized. Prerequisite: CO 206

**CO 345 Gender and Communication**
This course explores the study of communication and gender. Students will examine how communicative practices contribute to or resist the cultural construction of gender stereotypes. Students will investigate the impact of gender definitions on several relationships through an analysis of social, biological, linguistic, and cultural influences. Additionally, students will study communication behavior similarities and differences between the sexes.

**CO 347 Audio Production I**
This hands-on course presents the professional techniques of recording and editing audio for use in radio, video, and multimedia presentations. Students acquire practical experience through the use of studio equipment including microphones, mixing consoles, and computer software. Basic theory and a historical perspective are also included. Prerequisite: CO 214

**CO 348 Video Production I**
This course prepares students for positions in video production and editing. The course is project based and utilizes industry-standard software, such as Final Cut Pro, Adobe Photoshop, Soundtrack Pro, DVD Studio Pro, Motion and Compressor. Students further develop the skills and techniques acquired in CO 215 Video Production I such as composition, lighting, sound design, editing, and special effects. In addition, the program covers cinematography, screenwriting fundamentals, acting, direction, and production planning. This class provides both practical and theoretical experience. Prerequisite: CO 215

**CO 358 Audio Production II**
The skills and techniques learned in audio production I are further developed in this course. Emphasis is on the production and recording of broadcast messages such as commercials, promotional announcements, and general programming. Students become familiar with music and sound effects and how they can be incorporated effectively into the overall production. Acquiring skills in the broadcast techniques of mixing, recording, dubbing, editing, and splicing is an integral part of this course. Prerequisite: CO 347

**CO 400 Senior Research Seminar I**
Senior Research Seminar I provides students with the opportunity to examine a communication issue in depth. Students will select a specific communication topic and conduct a thorough literature review and analysis on this topic in APA style. Further, students will lead a class seminar on their topics. Through their own research and active participation in the research and seminars of their class colleagues, students will integrate the seminar topics, other communication courses, and internship experiences to gain a broader understanding of the discipline.

**CO 401 Senior Research Seminar II**
Senior Research Seminar II is designed to expand upon the literature review and analysis conducted in Senior Research Seminar I. Students will gather and analyze empirical research on the communication topic selected in Senior Research Seminar I. The goal of this course is to provide students with knowledge, skills, and experience demonstrating the connection between theory and professional practice through a comprehensive culminating research project. Prerequisite: CO 400

**ID 413 Internship Interdisciplinary Seminar**
This seminar course will combine the traditional classroom setting with the practical workplace experience of an internship. Students enrolled in this course will be actively engaged interns at local political, legal, or social service organizations and agencies while reading academic literature about the sector within which they are working. The Practicum combines hands-on field experience with regular discussions about student work experiences, as well as scholarly readings and assignments appropriate for each student.

**CO 409, CO 410 Individualized Study**

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**EDUCATION**

- Priscilla Boerger, Department Chair
- Sister Mary L. Murphy
- Sister Carmela Abbruzzese
- Barbara Fox
- Rebecca Putnam
- Susan Smith
- Porter

**TEACHER TRAINING**

Students may elect to participate in an early childhood licensure program, elementary education program, or seek licensure on the secondary level in the areas of English or Mathematics Education.

**Admission to Licensure Programs**

Admission to licensure programs begins with ED 103, Initial Field Experience, which is completed in January of the first year. This experience requires the student to spend five full days in a school setting, to complete required paper work, and to participate in an interview with the program director following the experience. Formal acceptance into the program occurs in the second semester of the second year, contingent upon maintaining a grade point average of 3.00 or better and successfully completing the Communication and Literacy subtest of the Massachusetts Test for Educator Licensure.
(MTEL). In addition, the candidate must receive formal recommendations from his/her major department advisor and from the faculty of the Education Department.

Retention in Licensure Programs
To be considered a member of the teacher education program, a student must meet program requirements. These include: maintaining a grade point average of 3.00 each semester (If the GPA is less than 3.00 in a semester, the student has one semester to raise it to the standard.); successfully completing the Massachusetts Test for Educator Licensure (MTEL) Communication and Literacy Subtest before entering sophomore year, the subject area test, and Foundations of Reading (elementary) before entering junior year; scheduling an interview each semester with his/her advisor in the Education Program; receiving an initial recommendation from his/her major department advisor in the second semester of the second year; receiving a recommendation from his/her major department advisor prior to placement for student teaching.

Student Learning Outcomes for Education
- Teacher candidates are knowledgeable about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom setting.
- Teacher candidates demonstrate the ability to synthesize theory and practice in both college and school classrooms.
- Teacher candidates are able to create an environment where diversity is valued, where support and challenge are consistent expectations, and where collaboration in creating a community of learners is the norm.

Please consult the department web page for sample four-year degree completion plans and suggested courses at: http://www.regiscollege.edu/academics/ug-programs.cfm

Requirements for Early Childhood/Elementary Education
(In conjunction with a liberal arts major in English, Mathematics Education, Interdisciplinary Studies in the Humanities, Psychology, or Individually Designed) ED 100, ED 101A, ED 103, ED 202, ED 207, ED 208, ED 308, ED 323, ED 401; ID 208; PS 203 or PS 204, PS 307

Requirements for Middle/Secondary Education
(In conjunction with a liberal arts major in Mathematics or Mathematics/Science for Middle School and English, Mathematics Education, for Secondary School) ED 100, ED 101B, ED 103, ED 205, ED 306, ED 308, ED 323, ED 403; PS 203 or PS 204, PS 310

Students interested in earning a preschool license from the Office of Early Education and Care should confer with the chairperson of the Education Department for guidance.

COURSE DESCRIPTIONS
ED 100 Teaching and Learning Today
This course offers an introduction to the field of education today. Areas discussed include the role of the teacher, the legal and moral responsibilities of the profession, as well as the role of schooling and its historical and philosophical foundations. Emphasis is placed on the future teacher as critical thinker, problem solver, and reflector on personal/social experiences.

ED 101A Educational Psychology
This course is designed primarily for students who are preparing to teach at the early childhood (Pre-K–2) or elementary level (grades 1–6); however, students who are pursuing a major related to human development services will find this course beneficial. The focus of the course is the application of major theories of psychology that relate to education and classroom practices. Emphasis will be placed on, but not limited to, the early childhood/elementary school environment.

ED 101B Educational Psychology
This course is designed primarily for students who are preparing to teach at the middle level (grades 5–8) or secondary level (grades 8–12); however, students who are pursuing a major related to human development services will find this course beneficial. The focus of the course is the application of major theories of psychology that relate to education and classroom practices. Emphasis will be placed on, but not limited to, the middle/secondary school environment.

ED 103 Field Experience in Education
An initial field experience in the schools is a prerequisite for entrance to the Teacher Education Program. Students spend thirty-five contact hours in a school setting. Emphasis is placed on observing and on gaining familiarity with the Massachusetts Competencies for Teacher Licensure.

ME 202 Early Childhood/Elementary School Mathematics: Instruction
This course is designed to provide the prospective early childhood/elementary school teacher with a foundation in the concepts of mathematics as they relate to the curriculum of grades one through six. Emphasis is placed on understanding computation, problem-solving concepts and techniques, cooperative learning, technology,
ED 205 Principles and Methods of Middle/Secondary Education
(Concurrent enrollment in ED 306 required)
This course serves as an introduction to the modern secondary school. Emphasis is placed on the middle/secondary school teacher, the adolescent student, school climate, principles of teaching, and general techniques of teaching. It is taught in collaboration with cooperating practitioners and major programs. Emphasis is placed on student participation through illustration/demonstration. A field experience is required and is integrated into the work of this course and of ED 306. As an extension of the field experience, students and their cooperating teachers participate in a series of seminars. Prerequisites: ED 101B and ED 103

ED 206 Early Childhood Education: Curriculum Areas
This course serves as an overview of the curriculum/methods/materials involved in early childhood education. Key topics include understanding the interaction of developmental theory and teaching strategy, creating developmentally appropriate curricula, and assessing young children’s learning. Curriculum areas include art, music, emergent literacy, mathematics, literature, and natural and social sciences. Course includes fieldwork.

ME 207 Early Childhood/Elementary School Mathematics: Curriculum
This course is designed to enable the prospective early childhood/elementary school teacher to gain a depth of understanding of the content of the mathematics curriculum for elementary grades. Emphasis is placed on the importance of conceptual understanding as a foundation for algorithmic skill. Opportunities to explore the Curriculum Focal Points of the National Council of Teachers of Mathematics, the Common Core State Standards, and the Massachusetts Curriculum Frameworks provide a basis for the subsequent course in mathematics instruction. This course is a prerequisite for ED 202.

ED 208 Literacy Development Including Special Needs
This course addresses the significant theories, approaches, instructional practices, and programs for developing reading skills and reading comprehension in children and adolescents with and without disabilities. It includes a study of the reading/writing processes, the development of reading/writing skills, and the transition to content area texts. Diagnosis and assessment of reading skills, including formal and informal reading assessment instruments, will be examined. Emphasis will be on differentiated instruction to meet the needs of diverse learners. A field-based experience is required.

ED 306 Instructional Strategies in Specific Subjects Offered in Middle/Secondary Schools
(Concurrent enrollment in ED 205 required)
This course is designed to enable the student to apply general principles and methods of education to specific subject areas in middle and secondary schools. Competencies, strategies, and techniques of teaching are studied as they relate to a particular discipline; therefore, the course is taught in collaboration with the major programs and cooperating practitioners. Emphasis is placed on student participation through illustration/demonstration. A field experience is required and is integrated into the work of this course and of ED 205. As an extension of that field experience, students and their cooperating teachers participate in a series of seminars. Prerequisites: ED 101B, ED 103

ED 308 Educating Children with Special Needs in the Regular Classroom
This course will focus on learning problems in children resulting from such factors as borderline or below-average intelligence (slow learners), developmental language disorders, learning disabilities, behavior disorders and emotional disturbance, and physical/sensory impairments. This course also focuses on culturally- and linguistically diverse children with exceptionalities and on the gifted population. Emphasis is on the recognition or identification of these students by the regular classroom teacher and strategies for challenging and providing for them in the educational setting. A fieldbased experience is required.

ED 312 Children’s Literature
This course provides students with an interactive introduction to the wide variety of literature for children. A key component of the course will be choosing, assessing, and reading children’s literature. Students will apply guidelines for assessing the quality of children’s literature, as well as strategies for using literature in inclusive classrooms from preschool through high school. Students will also explore the major issues in the field including gender portrayal, cultural stereotypes, and censorship.
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 research-based teaching strategies and focusing on current methods, theories, materials, and assessments used in content literacy instruction. Prerequisites: EN 105, EN 106

ED 323 Sheltered English Immersion Teaching
This course is designed to prepare teachers to shelter content in the SEI classroom by considering the individuality of English Language Learners including social and cultural considerations, second language acquisition processes, English Language arts and Literacy development in the PreK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards, and envelops best practice in the field of ELL instruction.

ED 401 Student Teaching and Seminar: Early Childhood/Elementary
This course is composed of a full-time student teaching experience in the schools (minimum 350 hours) with a weekly seminar examining curriculum, instruction, and human behavior. Prerequisites: ED 100, ED 101A, ED 103, ED 202, ED 207, ED 208, ED 308, ID 208, and PS 307

ED 403 Student Teaching and Seminar: Middle/Secondary
This course consists of a full-time teaching experience in the schools (minimum 350 hours) with a weekly seminar examining curriculum, instruction, and human behavior. Prerequisites: ED 100, ED 101B, ED 103, ED 205, ED 306, ED 308, and PS 310
ID 208 Integrating the Elementary Curriculum Principles of curriculum and instruction are discussed and applied from an interdisciplinary viewpoint. The design of units is used as synthesizing agent. Emphasis is placed on the teacher as creative inquirer and the classroom as a community of learners. Prerequisite: ED 100

ENGLISH
See Humanities

EXERCISE SCIENCE, HEALTH AND FITNESS STUDIES

Exercise Science is one of the concentrations available within the Health and Fitness Studies major. For faculty list, course descriptions, and learning outcomes, see Health and Fitness Studies.

Required for the Exercise Science Concentration
BI 105 & 106 Anatomy & Physiology I & II
CH 101 & 102 Introduction to Chemistry I & II
MA 210 Statistics
PY 101 Physics for Health Science Professionals
HFS 150 Intro to Health and Fitness Studies
HFS 208 First Aid & CPR
HFS 250 Obesity & Body Weight Management
HFS 311 Health & Wholeness
SW or SO (1) course from approved list
PS 233 Intro to Human Development
NU 205 Nutrition Along the Health Continuum
HFS 255 Psychology of Exercise and Sport
HFS 314 Exercise Assessment/Lab
HFS 315 Exercise Programming/Lab
HFS 358 Scope of Exercise Science
HFS 361 Motor Learning
HFS 364 Kinesiology
HFS 370 Biomechanics
HFS 372 Exercise for Special Populations
HFS 373 Exercise Physiology
HFS 412 & 413 HFS Internship/Seminar (2 semesters)
PE (3) Physical Activity courses including Intermediate Strength Training

MINOR

Required for the Exercise Science Minor
HFS 150 or HFS 311, HFS 358, HFS 364, plus three electives from the following list of courses: HFS 314, HFS 315, HFS 361, HFS 370, HFS 372, HFS 373
Prerequisites: BI 105 & BI 106; CH 101 or CH 105
See Health and Fitness Studies for course descriptions.
GLOBAL BUSINESS MANAGEMENT

Malcolm O. Asadoorian III, Dean of the School of Arts and Sciences • Elizabeth Pitney Seidler, Department Chair • John P. Christie • John Mollica • Robert Gallagher • Andrew Michael

MAJOR
The Global Business Management major for undergraduates is offered in a conventional semester and degree format. Please consult the department web page for sample four-year degree completion plans and suggested courses at: http://www.regiscollege.edu/academics/ug-department.cfm?id=Mgmt_and_Leadership_Dept

Student Learning Outcomes for Business Management

Students will:
- Know the core areas of business: accounting, management, marketing, economics, and finance in a global context
- Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives
- Utilize technology skills to maximize managerial decision making from the perspective of the organization
- Apply statistical analysis and other quantitative project management techniques to evaluate data, test assumptions, and apply conclusions to managerial decision making
- Develop a Business Strategic Plan that integrates and applies all the core areas of business

Prerequisite for the Major
MA 210*, MT 203, and MT 204
*MA 210 is required regardless of a mathematics core waiver.

Required for the Major
MT 203, MT 204, and MT 209 plus nine (9) credits of Global Business Management (MT or ID) courses chosen from the Major

ECONOMICS

Required for the Minor
Two of the following courses: EC 201, EC 202, or EC 203 plus 12 credits from the Economics Electives listed below

Economics Electives
See the full course descriptions for prerequisite requirements.
EC 205, EC 304, EC 305, EC 317, EC 323, EC 326, EC 328

MANAGEMENT INFORMATION SYSTEMS (MIS)

Required for the Minor
MT 235, MT 327, MT 251, MT 352, MT 370, MT 372

GLOBAL BUSINESS MANAGEMENT COURSE DESCRIPTIONS

All courses listed below are for three credits (unless otherwise specified). Courses offered in alternate semesters and odd or even years are indicated.

MT 203 Introduction to Leadership/Management (Fall)
This course is designed to provide a broad overview of leadership and how to practically develop leadership skills. Discussion topics will include the dynamic role of leadership both within business organizations (profit/non-profit) and at the personal level. By investigating leadership and management through the study of literature, history, and other disciplines, students will gain a broad perspective of the conditions, people, and events that influence our view of leading others.

MT 204 Organizational Behavior (Spring)
This course features an application of research from behavioral sciences concerning the interaction of individuals, groups, and the sub-units within the total organization. Students engage in analysis, problem-solving, and decision making as a response to case studies and exercises. Emphasis will be on group development, interpersonal skills, decision-making, and conflict resolution.

MT 209 Financial Accounting (Fall)
This course provides an overview of the basic accounting process from the recording of business transactions to the preparation and
analysis of financial statements. The purpose of the course is not to produce bookkeepers, but to give students a basic working knowledge of the principles, practices, and procedures involved in the preparation, presentation, and use of accounting data for external reporting purposes. Prerequisite: QR 101 (if necessary.)

MT 210 Managerial Accounting (Spring)
This course focuses on the internal use of accounting data for planning, decision making, and control activities in a business. It provides an introduction to managerial cost-volume-profit analysis, cost analysis, operational budgeting, responsibility accounting, and performance measurement. Prerequisite: MT 209

MT 220 International Management (Spring)
The dynamic changes in the world of international business and economics are presented to students through current research, international journals, videos, simulations, and role plays. The course examines how managers resolve problems in different cultures. Students experience the helping and hindering forces involved in managing within a multinational business environment.

MT 222 Marketing Principles (Spring)
This course offers an introduction to the marketing system in business including price and product management, promotion, and distribution. The use of advertising, planning, personal selling, and market research will be explored.

MT 235 Software Applications for Business (Fall, Spring)
This course will center on the analysis, communication, and daily management of business applications via the computer spreadsheet and database software that have become essential to the modern enterprise. To this end, students will learn to solve complex quantitative & data intensive problem sets by applying logical thought processes to the vast tools offered via Microsoft Excel and Access, respectively. Additional focus will be devoted to the import/export and linking of files between these programs, integration with the word processor (namely, MS Word), and conversion to files that may be posted externally for intranet and/or internet access.

MT 250 Principles of Federal Taxation (Spring: Odd)
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 perform 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.

MT 251 Management Information Systems (Fall: Even)
This course focuses on the role of managing information in achieving strategic objectives in the context of a web-based environment, with special emphasis on evolving technological, application, and organizational issues. This is accomplished by examining the organizational and technical foundations of information systems and exploring the tools, techniques, and approaches for building, expanding, and managing effective information systems. The course will also explore ethical and social issues related to management information systems.

MT 340 Financial Management (Fall)
This course is intended to provide the student with an introduction to the basic concepts and practices of financial planning and analysis. The course will build on the concepts of decision making introduced in Managerial Accounting, but the focus will shift to a consideration of financial decisions from a longer-term, overall company perspective. Topics covered include financial statement analysis, financial and operating leverage, profit planning, time value of money, risk-return-valuation concepts, cost of capital, and capital budgeting concepts and techniques. Prerequisites: MT 209, MT 210

MT 374 International Marketing (Fall)
This course provides an overview of international marketing with a focus on the theory and market research. The course highlights the importance of understanding various cultures that compose the global market and the different approaches multinational companies embrace in order to achieve sustainable long-term relationships with their constituents. It is designed to broaden the knowledge of marketing a product or service internationally and the planning necessary to be successful. Prerequisite: MT 222 (formerly MT 322)

MT 352 E-Commerce (Spring: Even)
This course is designed to provide students with an understanding of the consequences of the introduction of the internet, Web, and social media in the way business is conducted using a project-based approach. The E-commerce world is viewed primarily from the perspective of business management in which managerial issues related to the information infrastructure requirements are addressed. Students will learn about new forms of business practices in
business-to-business, consumer-to-business, and intra-organizational transactions. Specifically, the areas of electronic shopping, publishing, distribution, and collaboration will be explored. An examination of implications and issues resulting from E-commerce include: security, authentication, privacy, data encryption, intellectual property rights, as well as freedom of expression using electronic media, fair use policies, and legal liabilities. Prerequisite: MT 235 and MT 251

MT 373 International Financial Management (Spring)
This course offers an introduction to the management of contemporary firms’ international financial operations. Topics include foreign exchange risk, political risk, returns and risks of international projects, international money and capital markets, financial accounting, capital structure, and cost of capital. Prerequisites: MT 235, MT 340, and MA 210

MT 402 Seminar: Managerial Policy (Capstone, Spring)
This course features an examination of the strategies and approaches to managerial capitalism needed by organizations as a means of making decisions about the future. This capstone course integrates functional areas of management including finance, marketing, organizational theory, and ethics. The learning process emphasizes case analysis and formal presentations of strategic management issues. Particular attention is on the first decade of the twenty-first century and the emergence of the global economy. A research paper on a significant management issue is required, as well as a group presentation of a business plan for a new company. This seminar course is supported by a grant from the Helen Cronin Foundation. Limited to seniors only.

MT 410 Independent Study

ECONOMICS COURSE DESCRIPTIONS

All courses listed below are for three credits (unless otherwise specified).

EC 201 Principles of Microeconomics (Fall)
This course introduces the study of economic decision making by consumers and business firms in a market setting. Students learn how different types of markets for goods and services function and how government action can impact these markets.

EC 202 Principles of Macroeconomics (Spring)
This course introduces the study of the economic forces that determine the overall level of employment, income, prices and economic growth. Students learn how changing money and credit conditions and changes in government tax and spending policies affect the macro economy.
EC 203 The Global Economy (Fall)
This course aims to provide the student with the background necessary to understand the opportunities and challenges posed by our rapidly changing world economy. Among the many topics covered will be the global distribution of population and resources, the impact of free trade on world living standards, an international comparison of major economic systems, and an analysis of important issues such as resource depletion, pollution, income inequality, and poverty.

EC 205 Women in the American Economy (Fall: Odd)
Some of the complex issues involved in the participation of American women in major areas of economic activity are analyzed with particular attention given to an evaluation of the traditional division of labor between the sexes.

EC 304 History of Economic Thought (Spring: Odd)
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

EC 305 Money and Banking (Fall: Even)
This course encompasses a study of the American financial system as it relates to money and banking. Topics will include banking as a business, new developments in banking, the Federal Reserve System, monetary policy and its relation to the problems of unemployment and inflation, international finance, and foreign exchange markets. Prerequisites: MT 209, EC202 (or permission from the instructor)

EC 317 Economics of American Industry (Spring: Even)
This course is designed to provide the student with an exposure to the basic facts and ideas of American industry and the economic structure which allowed it to flourish. In addition to the exchange of goods and services in the American society, this course will examine the political, social, and legal issues of the economic growth of the United States. Prerequisites: Two of the following: EC 201, EC 202, or EC 203

EC 323 Managerial Economics (Spring: Even)
This course focuses on the business decision making process using the methodology of behavioral economics. The course examines responses to economic fluctuations taking into account such factors as attitudes toward risk, motivation, altruism, conflict, and cooperation.

Classroom experiments will be used to test behavior and decision making under varying degrees of uncertainty. Prerequisites: MT 235, EC 201

EC 326 Economics of Health Care (Spring: Even)
The following topics will be examined and discussed: health care trends in the United States; causes of increased medical costs; consumer demand for health care and the supply of medical facilities and personnel; quality of health care; economics of health insurance plans and national health insurance, as well as global perspectives on health care. Prerequisite: EC 201 (or permission from the instructor)

EC 328 Environmental Economics (Spring: Odd)
This course uses economic analysis to explore the underlying behavioral causes of environmental and natural resource problems and to evaluate the policy responses to them. Topics include water and air pollution, toxic substances, the exploitation of exhaustible resources, and the question of limiting economic growth. Prerequisite: Two of the following: EC 201, EC 202, or EC 203

INTERDEPARTMENTAL AND GLOBAL BUSINESS MANAGEMENT REQUIRED FOR MAJOR

ID 327 Managing Projects (Spring)
This course offers an introduction to the principles and concepts of project management. It looks at how projects are uniquely suited to support an organization’s strategy in a fast-paced business environment. The course addresses all aspects of the project life cycle including project initiation, planning, team organization, monitoring and control, risk management and execution. Emphasis will be placed on how to identify and meet schedules, costs, and constraints while focusing on customer needs. Open to all majors. Prerequisite: junior or senior standing, MA 210

ID 413 Internship Interdisciplinary Seminar (Fall, Spring)
This seminar course will combine the traditional classroom setting with the practical workplace experience of an internship. Students enrolled in this course will be actively engaged interns at local political, legal, or social service organizations and agencies while reading academic literature about the sector in which they are working. The Practicum combines hands-on field experience with regular discussions about student work experiences, as well as scholarly readings and assignments appropriate for each student. Prerequisite: junior or senior standing.
HEALTH AND FITNESS STUDIES

Catherine Fuller, Department Chair  
Cheryl Bentsen  
Renato Capobianco  
John Ciarleglio  
Devin Cashman  
Mark Clemente  
Elizabeth Conant  
Wendy Cook  
Daniel Flynn  
Catherine Frederico  
Jacqueline Gentile  
Nate Hager  
Shauna Kelly  
James Sweeney  
Scott Wright

Health and Fitness Studies majors build a strong foundation for entering professional positions in the growing health and fitness industry. Students within the Health and Fitness Studies major will choose a track in Sports Management, Nutrition or Exercise Science.

Student Learning Outcomes for Health and Fitness Studies

Students will:
- Apply knowledge of principles related to health, fitness, nutrition and/or sport within various contexts
- Evaluate and analyze research in health, fitness, nutrition and/or sport
- Create individual, facility, and/or program plans related to health, fitness, nutrition and/or sport
- Integrate leadership and management skills in promoting principles of health, fitness, nutrition and/or sport within the community
- Apply effective interventions and strategies for improving health, fitness, nutrition and/or sport for the individual and/or community
- Internalize responsibility for personal health/wellness, continued learning, and professional development

MAJOR

Required for the Major
HFS 150, HFS 208, HFS 250, HFS 311, PS 233, HFS 412 and HFS 413 internships (2 semesters); and one course from either SW 340, SO 205, SW 303a, or SW 304a; and 3 physical education activity courses

CONCENTRATIONS

NUTRITION

Required for the Concentration
In addition to fulfillment of the courses for the major, courses must include BI 105, BI 106, BI 108, BI 211, CH 101, CH 102, NU 205, HFS 319, HFS 320, HFS 323, and HFS 324.

SPORTS MANAGEMENT

Required for the Concentration
In addition to fulfillment of the courses for the major, courses must include PBH 103, HFS 313, HFS 316, HFS 340, HFS 345, HFS 355, HFS 342, HFS 356, MT 203, MT 204, and MT 209.

EXERCISE SCIENCE

Required for the Concentration
In addition to fulfillment of the courses for the major, courses must include BI 105, BI 106, CH 101, CH 102, MA 210, PY 101, NU 205, HFS 255, HFS 314, HFS 315, HFS 358, HFS 361, HFS 364, HFS 370, HFS 372, and HFS 373.

COURSE DESCRIPTIONS

HFS 150 Introduction to Health and Fitness Studies
This course will introduce students to the fundamental components and principles of physical education, exercise science, nutrition, and sport. This course is designed to enable students to understand Health and Fitness as a field of academic study. Students will also understand professional and personal applications and be able to apply relevant knowledge within their personal lives.

HFS 208 First Aid & CPR
This course is designed to provide the student with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. The student will be taught First Aid, CPR, and AED techniques. Due to the nature of this course, the students will be participating in strenuous activities such as performing cardiopulmonary resuscitation (CPR) on the floor. Active participation in all skill sessions and successful performance in skill and knowledge evaluations is required for course completion. Upon successful completion of all components, students may opt to obtain Red Cross certification for an additional fee.

HFS 250 Obesity and Body Weight Management
This course provides an overview of the epidemiology, physiology, chronic disease implications, and current state of preventive and therapeutic interventions for obesity in adults and children. Public health policy approaches to healthy nutrition and physical activity promotion will also be addressed. Prerequisites: HFS 150 or HFS 311, or permission of the instructor

HFS 255 Exercise and Sport Psychology
The purpose of this course is to provide the student with an overview of the theories and principles of psychology with respect to exercise and performance. Effects of psychological factors
HFS 310 Coaching Sports
The purpose of the course is to assist the student in reflecting on and applying the skills necessary to become a successful coach. These skills will include determining coaching goals, developing communication and motivational techniques, improving teaching techniques related to specific sports, understanding how to develop appropriate training programs, learning and applying appropriate safety guidelines, and increasing one’s knowledge of team management principles.

HFS 311 Health and Wholeness
This course will introduce students to the fundamental components and principles of health, fitness, and wellness. This course is designed to enable students to understand the different dimensions of wellness: physical, emotional, intellectual, interpersonal, spiritual, and environmental. Students will apply relevant knowledge to improve personal health and well-being, as well as increase their understanding of professional applications.

HFS 313 Sport in Society
This course is designed to provide a detailed examination of the sociology of sport. The student will examine the relationships between sport, culture, and society. The goal is to identify and explore critical issues related to sport and their impact in an individual’s life, family, schools, communities, and societies.

HFS 314 Exercise Assessment
Exercise Assessment will provide students with the understanding and practical application of evaluation techniques in health and fitness including health risk appraisal, blood pressure and heart rate monitoring, aerobic and anaerobic exercise testing, strength and flexibility assessment, body composition analysis, etc. Students will be introduced to the assessment procedures, gain an understanding of the benefits of the assessment, and gain knowledge regarding the assessment outcomes during class sessions. Following the didactic session, students will participate in lab applications, performing the exercise assessments and evaluating the outcomes. Prerequisites: BI 105, BI 106; HFS 150 or HFS 311 or permission of the instructor.

HFS 315 Exercise Programming
Students will increase their knowledge regarding client screening, appropriate exercise procedures, and exercise techniques. Exercise Programming will provide students with practical experience in developing fitness programs for apparently healthy individuals. Students will plan and implement appropriate aerobic, anaerobic, strength, and flexibility exercise programs for fellow students and, if appropriate, Regis Fitness Center members with instructor supervision. Prerequisites: BI 105, BI 106; HFS 314; PE 203N, or permission of the instructor.

HFS 316 Sports Management
This course is an overview of the foundations of sport management and the professions in physical education and sport. This course is designed to enable students to understand sports management as a field of academic study and professional application and assist them in applying relevant knowledge within various contexts.

HFS 319 Lifestyle Nutrition
Lifestyle nutrition will discuss the nutritional needs of a person at each stage of life, from conception in the womb to old age. An emphasis will be placed on understanding the physiology of each life stage, so as to conceptually link them with their corresponding nutritional needs. In addition to the nutrition of healthy children and adults, the requirements for special needs populations will also be discussed. Nutritional policies that have been established for the guidance of health care professionals and the general population will be studied, along with educational tools and opportunities resulting from these policies. Students will also investigate and critically evaluate current literature on a variety of controversial topics. Prerequisites: HFS 150 or HFS 311, NU 205 or permission of instructor.

HFS 320 Community Nutrition
This course will introduce students to the practice of community nutrition, applied nutrition and nutrition education in community health care and other settings. The effect of social, economic, environmental, cultural, and political factors on health and nutrition policies and programs designed to enhance the well-being of population groups will be discussed. Students will also examine federal, state, and local assistance programs. Prerequisite HFS 150 or HFS 311, NU 205.

HFS 323 Meal Planning & Nutrition Counseling Techniques
This course will provide students with practical applied experience in nutrition counseling and menu planning for health and disease states based on scientific food and nutrition principles. Students will plan menus and practice appropriate counseling techniques for classmates and/or Regis Health Center clients with instructor supervision. Prerequisites: NU 205, HFS 319;
BI 211 recommended, or permission of the instructor

HFS 324 Experimental Foods and Food Preparation
This course will provide students with practical experience in food preparation, cooking, food science and recipe development for health and disease states based on scientific food and nutrition principles. This will include the chemistry of recipe development, principles of food evaluation, and metabolic utilization of food in disease states. Students will plan and prepare meals according to specific RDA guidelines, as well as modify and test recipes with instructor supervision. Prerequisite: HFS 323 or permission of the instructor

HFS 340 Sport Event Management and Promotions
The purpose of this course is to provide the student with introductory exposure to the various ideas, techniques, and research related to sport event management and promotions. Prerequisites: HFS 150 or HFS 311; HFS 316, or permission of the instructor

HFS 342 Sport Marketing and Technology
This course will provide an in-depth investigation of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed include: sports marketing and technology versus traditional marketing, in-depth analysis of the segments of sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, an overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages. Prerequisite: HFS 150 or HFS 311; HFS 316, or permission of the instructor

HFS 345 Legal Issues in Sports Management
This course addresses the challenges for sports managers in law and provides strategies for success in their managerial performance. There is an increasing need for sport managers to be aware of the legal implications of their managerial performance. This course assists students in the development of knowledge and introduction to the legal issues facing those in the sports industry. The course will introduce students to the U.S. legal system and focus on the areas of tort and contract liability, agency and constitutional law. Prerequisite HFS 150 or HFS 311, HFS 316, or permission of the instructor

HFS 350 Health and Human Sexuality
This course will introduce students to a wide range of contemporary topics and issues related to health and human sexuality. Therefore, sexual knowledge, attitudes, and behaviors will be examined in detail through a variety of methods. Particular attention will be given to the enhancement of sexual well-being and the prevention of various sexual health concerns. Students will develop skills in dealing with sexual topics in their personal and professional lives, as future health and fitness professionals, educators, health-care professionals, and counselors.

HFS 355 Facility Design, Operations, and Management
Sport facilities are changing at a rapid pace. Sport facility management represents one of the fastest growth areas in the sport industry. This class will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Also covered will be topics related to facility management, with special attention to back-house operations such as water, heating, cooling, and related factors. This is a comprehensive course focusing on applied rather than just theoretical knowledge. Prerequisites: HFS 150 or HFS 311; HFS 316, or permission of the instructor

HFS 356 Athletic Administration & Sport Governance
Students will gain knowledge and apply principles related to athletic administration in various situations. They will explore the differences/similarities between various sport organizations in the high school, college, and professional realm of sport regarding rules, eligibility, scholarships/salaries, and recruiting. They will research the governing bodies to understand their function in maintaining order and compliance, as well as their role in dealing with infractions. Students at this level will be able to research, apply, analyze, and evaluate relevant material within specific situations. Prerequisites: HFS 316 and two other sports management courses; academic standing as a junior or senior.

HFS 358 Scope of Exercise Science
This course will introduce students to a wide variety of topics and career opportunities related to exercise science. Primary emphasis areas will include: exercise physiology, sports medicine, sport nutrition, motor behavior, biomechanics, and sport psychology. Students will explore research related to current issues in exercise science and gain a broader understanding of the field of study. Prerequisite HFS 150 or HFS 311 recommended
HFS 361 Motor Learning
This course provides an introduction to the theories and principles of motor learning, skill acquisition, and performance. It will provide the student with an opportunity to apply these principles in a variety of situation-based learning experiences. Students will increase their knowledge of motor behavior, and be able to plan appropriate learning activities based on characteristics of the performer, the task, and the environment. Prerequisites: BI 105, BI 106; CH 101, CH 102; HFS 364 recommended, or permission of the instructor

HFS 364 Kinesiology
This course provides a basis for the understanding of human movement. The student will learn gross anatomy of the musculoskeletal system, descriptive terminology for various body positions and movements, as well as identification of the anatomical structures involved in the generation and absorption of forces by the body. Various types of muscle action, the forces involved, and how these relate to normal human movement patterns will be addressed. Prerequisites BI 105, BI 106, HFS 150 or HFS 311, or permission of the instructor

HFS 370 Biomechanics
This course introduces the student to the concepts and principles of biomechanics as they relate to human movement and sport. The student will learn physical principles related to movement including force production and absorption, internal and external factors affecting forces, kinetic and kinematic principles, as well as specific formulas for related calculations. The student will apply these principles in the evaluation of simple motor skills. Prerequisites: BI 105, BI 106; HFS 364 or permission of instructor; PY 101 recommended

HFS 372 Exercise for Special Populations
Exercise for Special Populations will provide students with knowledge and practical application of exercise techniques for individuals with special needs. The course will address numerous chronic disease processes and exercise recommendations and precautions for individuals with these limitations. Also included will be exercise recommendations to meet the unique needs of children, older adults, and pregnant and postpartum women. Students will plan programs for special populations and practice them with classmates and in other supervised settings. Prerequisites: HFS 315; HFS 373 recommended, or permission of the instructor

HFS 373 Exercise Physiology
The purpose of this course is to study how the human body functions in response to exercise. Students will examine the physiological responses to exercise in relationship to intensity, duration, and frequency of the exercise. The effect of environment, diet, and the physiological status of an individual will be examined to determine how these factors may affect performance. Prerequisites: BI 105, BI 106; CH 101, CH 102; HFS 364 recommended, or permission of the instructor

HFS 412 HFS Field Placement/Seminar
The internship provides a guided practical field experience in the health, fitness, sport and/or nutrition industry. This is a required course for Health and Fitness Studies majors and involves a minimum of 8 hours per week. Public and private organizations in the health and fitness and/or nutrition industry may be selected with the approval of the supervising instructor. Scheduled meetings with the instructor are required. During HFS 412 and HFS 413, students will be involved in research related to their specific area of interest. Prerequisite: senior standing within HFS program or permission of faculty internship advisor

HFS 413 HFS Internship/Senior Seminar
Professional Placement
The internship provides a guided practical field experience in the health, fitness, sport, and/or nutrition industry. This is a required course for Health and Fitness Studies majors and involves a minimum of 10–12 hours per week. Public and private organizations in the health and fitness and/or nutrition industry may be selected with the approval of the supervising instructor. Scheduled meetings with the instructor are required. The seminar class will discuss factors related to a successful internship process, problem solving, and becoming a successful professional in one’s selected field. Prerequisites: senior standing within HFS program or permission of faculty internship advisor

PE 101B Team Sports
Students will be introduced to a team sport during the semester. (The team sports will vary depending on the season). Students will increase their understanding of the rules, techniques and tactics of the game; participate in various activities to improve their skills; and learn basic coaching and refereeing principles related to the game. Prerequisite: ability to participate in moderate exercise and perform related sport activities

PE 105B Individual Fitness
Students will participate in a wide variety of fitness activities to improve cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Prerequisite: ability to exercise vigorously
PE 105C Cardiovascular Fitness
Students will participate in a wide variety of activities to improve cardiovascular endurance. The class will include individual as well as group activities such as walking/jogging, aerobics, kickboxing, interval training, boot camp, and water walking/aerobics. Prerequisite: ability to participate in vigorous physical activity

PE 201A Volleyball
This course will emphasize the fundamentals of the game of volleyball. Students will increase their understanding of volleyball rules and techniques, participate in various activities to improve their skills, as well as learn coaching and refereeing principles related to the game. Prerequisite: ability to exercise moderately and perform volleyball related activities

PE 201C Beginning Tennis
This course will emphasize the fundamentals of the game of tennis including basic skills, rules, etiquette, etc. The course is designed to assist beginners in learning and improving their skills to enable them to play tennis recreationally.

PE 201E Beginning Yoga
This course introduces students to the basics of hatha yoga, in particular a flowing style known as Vinvasa. Each class includes instruction on centering, breathing techniques, performing the postures with correct alignment and technique, and relaxation.

PE 201G Beginning Golf
This course will emphasize the fundamentals of the game of golf. Topics will include golf etiquette, the full swing, the short game, and basic rules. The goal is to help beginners develop the necessary skills to play the game of golf recreationally.

PE 201N Strength Training
This course will emphasize the fundamentals of safe and effective strength training techniques. Each student will learn how to improve strength and develop muscle tone, as well as gain an understanding of the overall benefits of strength training for personal fitness. Prerequisite: ability to participate in moderate intensity exercise

PE 201Q Beginning Basketball
This course will emphasize the fundamentals of the game of basketball. Students will participate in various drills and games to improve their skills, as well as learn coaching and refereeing principles related to the game.

PE 202 Learn to Swim
This course is for those students who want to learn how to swim or who want to perfect their swimming technique. Prerequisite: must be comfortable in the water

PE 203B Intermediate Tennis
This course is designed for students who already have a basic skill level in tennis. It will allow students to improve their skill performance, learn game tactics and strategies, and thus increase their ability to play the game of tennis. Prerequisite: PE 201C Beginning Tennis or some past playing experience

PE 203E Intermediate Yoga
This course will be a continuation of Classical Hatha Yoga. Each class consists of a more complex series of asanas (postures or body movements) with releases, breathing, and relaxation. Prerequisite: PE 201E or other yoga experience

PE 203N Intermediate Strength Training
This class is designed to teach students effective methods of strength training. Students will participate in a variety of strength training techniques, learn related musculature, understand safety issues, and gain a more complete knowledge of the benefits of strength training for all ages. The course will include both practical and didactic material. This class is designed specifically for HFS majors, but other students may participate with the instructor’s permission. Prerequisite: ability to participate in moderate intensity exercise

PE 204 Swim for Fitness
This course will provide students with an opportunity to increase their stroke efficiency and improve endurance. The four main swimming strokes will be covered along with kicking drills, swimming skills instruction, and practice. Prerequisite: at least a basic swimming ability; NO non-swimmers

PE 205A Lifeguard Training
This course follows the American Red Cross curriculum for developing lifesaving and personal safety skills. American Red Cross Certification will be received upon successful course completion. (Fee for certification) Prerequisite: must be a strong swimmer

PE 220 Women’s Self-Defense
This course combines an understanding of women’s struggles with violence and fear with a full range of self-defense options. Students will learn how to project a strong and alert appearance, assess potentially dangerous situations, diffuse uncomfortable situations, and develop powerful fighting techniques. Care is taken to provide a safe and supportive environment in which sensitive issues can be discussed and the fears and concerns of students can be addressed so that students feel empowered.
PE 223 Pilates Essential Matwork
Stretch, strengthen and streamline using one of the safest and most effective exercise programs available. Pilates matwork focuses on developing core abdominal and back strength to help you achieve optimal strength, flexibility, endurance and posture without building bulk or stressing your joints. The exercises are performed on mats and focus on breathing, body awareness, and core strength.

PE 224 Pilates/Yoga Fusion
This course is a 75-minute course that comprises 40 minutes of flow yoga (moving from one posture to another), 30 minutes of mat Pilates, and a 5-minute yoga relaxation to finish. Pilates mat is a contemporary, anatomically-based approach to Joseph Pilates’ original exercise method.

PE 225 Cardio Kickboxing
Cardio kickboxing borrows moves from the Thai sport of kickboxing to make participants work up a sweat. A typical class includes the group performing specific punches and kicks, usually to the beat of dance-club music. The moves are incorporated into swiftly executed combinations to increase cardiovascular fitness and muscular endurance. Prerequisite: ability to exercise vigorously

PE 226 Foundations of Springboard Diving
This course will introduce students to the safe and effective use of a diving board. It will also cover the proper safety rules involved in the sport of diving as well as teach each student the proper skill progression so that he/she will be able to safely and properly execute the required dives, including a front, back, inward and half twist.

PE 227 Triathlon Training
This course will cover the basic skills, equipment, and knowledge necessary to begin participating in the sport of triathlon. Students will learn through classroom instruction and physical skill instruction in the disciplines of swimming, biking, and running. At the end of the semester, students will have the option of participating in a sprint distance triathlon.

PE 228 Barre Blast
This course is an intermediate co-ed fitness course (not dance) focusing on muscular endurance, core strength, balance, and flexibility. Barre Blast brings together the disciplines of yoga, pilates, and sports conditioning into a challenging workout. Students taking this course should have a moderate level of fitness.

PE 230 Introduction to Martial Arts
This course serves as an introduction to basic martial arts skills through the art of Kenpo Karate. In addition to flexibility and strength development, students will learn basic strikes, combinations, forms (kata), and other self-defense techniques.

HUMANITIES


The Department of Humanities offers majors in: Criminal Justice Studies, English, and Interdisciplinary Studies in the Humanities.

MAJORS

CRIMINAL JUSTICE STUDIES MAJOR
The major in Criminal Justice Studies is an interdisciplinary liberal arts major predicated on the belief that the study of the law and legal institutions must be accompanied by the proper administration of the law through efficient and equitable public policy in the achievement of social justice. Therefore, it provides students with the theoretical, methodological, and policy dimensions to study the law, society, and policy in the fulfillment of social justice. Most important, is to provide students a foundation for lifelong learning and a liberal arts foundation for them to offer new vision and leadership for positive societal change. The program offers rigorous academic study characterized by critical analysis, dialogue, and nonviolent approaches to domestic and foreign policy issues. There is both a local and global emphasis and application to exploring issues of criminal justice, peace, and conflict studies, as well as a variety of issues within the context of women’s and gender studies. The major is excellent preparation for graduate education in public policy, sociology, public administration, criminal justice, urban studies, peace and conflict studies, women’s and gender studies, or other related social sciences. Students graduating with the Bachelor of Arts (B.A.) in Criminal Justice Studies from Regis are prepared for a variety of careers, including but not limited to, the following: law enforcement, public service, public administration, Peace Corps, nonprofit
organizations (national and international), human services, teaching, and community service organizations focusing on mediation and conflict resolution. Students are actively engaged citizens involved in civic activism, influencing policy in their communities, and supporting their communities through service.

Student Learning Outcomes for Criminal Justice Studies

Students will:

- Know major theories and concepts related to the law and legal institutions as well as major theories, concepts, and methodological research principles in sociology and the social sciences.
- Articulate the political and sociological dimensions of multicultural and pluralistic nature of US and global public policy through racial, ethnic, social, economic, religious, sexual, and gender differences.
- Design and complete a significant research project and experiential learning activity grounded in scholarly literature and focusing on an interdisciplinary justice studies issue.
- Gain knowledge of criminological behavior, criminal law and procedure, and corrections and demonstrate the ability to analyze quantitatively and qualitatively various perspectives on contemporary justice issues related to criminal justice.
- Gain knowledge of peace and conflict resolution and demonstrate the ability to analyze quantitatively and qualitatively various perspectives of contemporary justice issues related to conflict resolution and achieving peace.
- Analyze quantitatively and qualitatively various perspectives of contemporary justice issues from a women’s and gender perspective.

The major in Criminal Justice Studies consists of a total of twelve courses.

Required for the Criminal Justice Studies Major

LG 201, ID 309, ID 413, SO 201 or SO 205, SO 324, PO 316, PO 326, PO 328, PO 356, PO 406, and two additional courses selected from the following list in consultation with the student’s academic advisor: PO 327, PS 309, PO 351, SO 260, SO/RS 280, SO 303A, SO 335, SO 367

ENGLISH MAJOR

The study of English enables students to develop their skills as clear speakers, effective writers, and individuals who understand the value of literature as a powerful tool to challenge and to reflect culture. The English major will study complex texts and ideas using a variety of pedagogical approaches, including challenge-based and experiential learning, and a range of research from traditional digital to digital, to prepare him or her to succeed in an increasingly digital and global world as creative and analytical thinkers, problem solvers, writers, and engaged members of the wider community.

Student Learning Outcomes for English

Students will:

- Demonstrate familiarity with a wide range of literature written in English as evidenced through coursework, exams, and the final Senior Portfolio.
- Distinguish the unique characteristics of contemporary and traditional genres of literature in English through interpretive and analytical writing assignments, projects, and Senior Portfolio.
- Contextualize literature through the use of a variety of theoretical, cultural, and historical lenses.
- Generate clear, creative, and effective writing in a range of rhetorical modes.
- Plan and produce both critical and creative projects that demonstrate literacy of digital and visual texts.
- Execute at least one experiential or service-learning project that demonstrates an understanding of the primacy of literature and writing in the greater Regis community and beyond.

Required for the English Major

The English curriculum at Regis provides an open plan for flexibility and an opportunity for students to follow their interests in writing and literature. Students should plan to take 30 credits + 1 3-credit Internship (beyond EN105 and EN106, which is required of all Regis students), with the following guidelines:

- ID 234 Digital Scholarship*
- EN 223 Rhetoric
- EN 211 Writing About Texts
- 9 credits chosen among 200 level EN courses**
- at least 9 credits chosen among 300 level EN courses
- at least 1 400-level EN course other than the internship course to serve as the major’s capstone experience. Students will produce their Senior Portfolio within the first month of this course to be assessed by the faculty of the major.
1 Internship Experience + ID413

* Course pending approval

** In planning their distributions, English majors enrolled in the Secondary Education Licensure Program must be sure to take:

- at least three “survey” courses chosen among EN 205 (offered Fall odd years), EN 206 (offered Spring even years), EN 228 (offered Fall even years), EN 229 (offered Spring odd years);
- a Shakespeare course;
- one course in the History of the Language (History of English or Chaucer will “count” for this requirement).

INTERDISCIPLINARY STUDIES IN THE HUMANITIES MAJOR

The Interdisciplinary Studies in the Humanities program is designed to provide students with the flexibility to be self-directed in their studies. Its interdisciplinary approach allows students to experience the breadth and depth of the humanities disciplines while learning the core competencies and content that employers are currently demanding.

Student Learning Outcomes for Interdisciplinary Studies in the Humanities

Students will:

- Engage texts and other media critically, interpretively, and analytically
- Use the practice-based methods of inquiry appropriate for the academic disciplines of the humanities
- Demonstrate evidence of applied and engaged learning
- Synthesize insights from a variety of disciplines and communicate them effectively
- Find, use, and integrate information and cite appropriately

**Required for the Interdisciplinary Studies in the Humanities Major**

Students will choose a major field of study and will work with the advisor of that field to construct the curriculum. Students must complete the following (36 credits):

1. EN 223 Rhetoric: The Art of Written Communication
2. ID 110 Exploring the Humanities *
3. ID 234 Digital Scholarship *
4. 24 credits (excluding core courses) in the interdisciplinary humanities as follows:

- Students choose a primary field of study and develop a plan of study in consultation with their academic advisor based on career goals and interests.
- At least 12 credits must be in a single field (primary field of study).
- The remaining 12 credits must come from at least 2 supporting fields.
- At least 18 credits must come from upper-division (300-400 level) courses.
- At least one course should be designated as “experiential/integrative learning.”
- At least two courses should be designated as “global.”

5. A capstone project/thesis based course (Vera Laska Colloquium)

* Course pending approval

Students take courses from the following fields:

**History, Politics, and Cultural Studies**
Any course in PO or HI; AH 201; CO 332; DA 319; EN 204, EN 211, EN 218, EN 224, EN 302A, EN 302B, EN 330 EN 348; ID 238, ID 240; MU 105; MU 318; PS 301, PS 312; RS 211; SO 201, SO 213, SO 303A, SO 354, SO 355; SP 205, SP 206; TH 216

**Philosophical and Religious Studies**
Any course in PH or RS; ID 222, ID 304, ID 330; EN 204, EN 211, EN 302A, EN 302B, EN 316; EC 304; HI 301, HI 307, HI 402D; PO 212, PO 315, PO 323; SP 250

**Medical Humanities**
AR 310; BI 302; DA 204; EN 334, EN 209A, EN210B, EN 211, EN 329; EC 326; HI 200, HI 288, HI 354; ID 222, ID 228, ID 230, ID 330; PG 100; PO 325, PO 345; SO 205, SO 213, SO 303A, SO 355; SP 100A, SP 100B, SP 205.

**Diaspora Studies**
CO 332; DA 319; EC 203; EN 204, EN 218, EN 309, EN 322, EN 325, EN 348; HI 103, HI 104, HI 107, HI 108, HI 111, HI 112, HI 200, HI 211, HI 311, HI 348, HI 355, HI 402A, HI 402D, HI 408B; ID 214, ID 238, ID 240; IT 205; MU 318; PO 325, PO 333, PO 336, PO 345, PO 351; SO 213, SO 260, SO 303A, SO 354; SP 205, SP 206, SP 311, SP 312, SP 320, SP 325; TH 311

**Fine Arts, Performance, and Creative Studies**
Any courses in AH, AR, DA, GD, MU, TH; EN 209A, EN 210, EN 210B, EN 223, EN 227, EN 230, EN 311A, EN 312A, EN 320; HI 290, HI 311, HI 322, HI 379; MS 201, MS 202; ID 107, ID 344, ID 345, ID 238; RS 110, RS 130; SP 307
Global and Experiential/Integrative Learning Courses
The following courses are designated as “experiential/integrative learning” courses:
AR 221, AR 222, AR 310, AR 315, AR 321, AR 333; EN 226*, EN 204, EN 329, EN 209A, EN 210, EN 210B, EN 227, EN 230; GD 241, GD 242, GD 341, GD 342, GD 345, GD 346, GD 347, GD 409, GD 410; HI 216, HI 290, HI 311, HI 378, HI 412, HI 508; ID 219B, ID 344, ID 345; LG 409; MS 202; MU 103, MU 104, MU 209, MU 210, MU 300, MU 315, MU 316, MU 320, MU 321; PO 409; RS 107, RS 280, RS 305; SO 260, SO 280; SP 250, SP 306; TH 311
The following courses are designated as “global” courses:
AH 201, AH 303, AH 304, AH 306, AH 307; DA 319; EN 231*, EN 304, EN 325; FR 101, FR 102; GD 347; HI 103, HI 104, HI 107, HI 108, HI 111, HI 112, HI 200, HI 211, HI 322, HI 348, HI 350, HI 354HI 355, HI 379, HI 402A; ID 219A, ID 219B, ID 220; IT 101, IT 102, IT 205, IT 302; LG 201; MS 201; MU 318; PG 100; PO 210, PO 211, PO 212, PO 230, PO 231, PO 315, PO 317, PO 323, PO 325, PO 330, PO 331, PO 333, PO 336, PO 337, PO 345, PO 351; RS 102; RS 215; SO 201, SO 205, SO 213, SO 260, SO 303A, SO 354, SO 355; SP 100A, SP 100B, SP 101, SP 102, SP 201, SP 202, SP 203, SP 205, SP 206, SP 250, SP 301, SP 302, SP 305, SP 306, SP 307, SP 308, SP 311, SP 312, SP 314, SP 318, SP 320, SP 325, SP 401, SP 402; TH 216, TH 304

CERTIFICATES
LATIN AMERICAN STUDIES
The Latin American Studies Certificate provides a comprehensive view of Latin America from the interdisciplinary perspectives of history, ethnicity, politics, literature, and culture.
HI 110 and 111, SP 205 and 206, PO 230 and 345 (or 333), SO 213 Anthropology with Travel Component.
Students must demonstrate intermediate proficiency in either Spanish or Portuguese.

MUSEUM STUDIES
The Museum Studies Certificate introduces students to the various aspects of museum work through the interdisciplinary lenses of the public humanities.
MS 201, MS 202, ID 219 (1-credit, co-curricular), ID 344, ID 345, HI 216, one elective course in a supportive area chosen in consultation with the student’s major advisor.

MINORS
ART
Required for the Minor:
AH 201, AR 221
Elective Courses:
Select at least four 300-level courses from: AH 303, AH 304, AH 306, AH 307, AH 313, AR 222, AR 310, AR 315, AR 321, AR 333, AR 335, AR 336, AR 337, CO 323 or CO 324.

ENGLISH
The English minor must complete six literature courses.

WRITING
Prerequisites: EN 105 and EN 106
The writing minor must complete six writing courses and submit a final portfolio.
Required for Minor:
EN 223 and EN 227

HISTORY, WORLD LANGUAGES, AND CULTURAL HERITAGE
Required for the Minor:
One sequence of survey courses from the following options:
HI 103 and HI 104
HI 107 and HI 108
HI 111 and HI 112
One elective course at the 200-300 levels in History, World Languages, and Cultural Heritage or an ID course or a course from another department as approved by the department chair.
One of the following seminars: HI 402A, HI 402C, HI 402D, or HI 408B
Two world languages courses, or one advanced language course, or their equivalent, as determined by the department chair.

MUSIC
Required for the Minor:
MU 103, MU 104, four semesters in musical organization (MU 300, MU 315, MU 320)
Elective Courses:
MU 207, MU 209, MU 210, MU 211, MU 300, MU 306, MU 307, MU 308, MU 310, MU 318, MU 333, MU 336, MU 409, MU 410

RELIGIOUS STUDIES
Required for the Minor:
Six courses required. Select one course from each of the following:
RS 102, RS 216 or ID 222
RS 201 or RS 202
ID 304
RS 107, RS 211, RS 215 or RS 309
RS 304, RS 317, RS 318 or RS 402
One elective in RS

SPANISH

Required for the Minor:
Any four courses that include a selection from SP 205 and Spanish courses at the 300 or 400 level.

THEATRE

Required for the Minor:
TH 201, TH 203, TH 205, TH 207, and TH 306
Elective Courses:
Select one from the following:

ART HISTORY

AH 201 Introduction to Art History
This introductory course is a survey of the relationships between painting, sculpture, and architecture and the societies that produced them from across time and across the globe.

AH 303 Nineteenth-Century Art
A study of how the major movements of Neo-Classicism, Romanticism, Realism, and Impressionism reflect the social, political, and intellectual changes that heralded the modern era. Prerequisite: AH 201 or AH 306 or with permission

AH 307 Women Artists
This course traces the history of women artists from the Renaissance to the present. The analysis of major artists of each period involves the manner in which societal attitudes about gender and creativity conditioned their styles and choices of subject matter. Particular attention is given to the explosion of unique talent and dynamic energy among women artists since the feminist revolution of the 1970s.

AH 313 American Art
Painting, sculpture, and architecture in America are examined from the Revolution to the present. This course leverages the new American Wing of the Museum of Fine Arts, Boston as a resource.

ART STUDIOS

AR 221 Basic Drawing
This introductory observational drawing course focuses on developing perceptual acuity in the engagement of three-dimensional objects and space and provides the student with basic proficiency in the translation of the perception of these objects and spaces onto the two-dimensional drawing surface. A variety of drawing materials are used.

AR 222 Basic Design
The introductory study of the elements of two-dimensional design such as line, shape, value, color, and texture and their integration into compositions that are unified and dynamic is the focus of this course. A variety of organizational systems are explored, and the systematic study of color is initiated.

AR 310 Life Studio: Human Figure
This course is a focused study of anatomical and expressive figure rendering. Students study and draw muscle and skeletal structures as the foundation of understanding the human form. Direct observation and drawing of the model will be an essential component of this class. For centuries, artists have rigorously studied human anatomy in order to create dynamic and convincing drama in visual narrative. Contemporary artists continue to pursue the study of anatomy as a central skill in visual communication and artistic expression. Prerequisite: AR 221

AR 321 Painting Techniques
The elements of painting are explored as student artists engage projects in the study of the still life through the lens of Impressionism, abstraction
from non-visual sources, and nonobjective painting with a focus on the self-referential use of materials. Projects enable students to resolve the more advanced problems of pictorial structure and organization and to arrive at a keener appreciation of the aesthetic. Prerequisite: AR 221

AR 333 Watercolor Painting
Fundamentals of this medium are taught through a series of guided exercises: wet on wet, wet on dry, washes, color mixing and transparency. Emphasis is placed on direct observation, composition, personal expression, and improvement of techniques. Prerequisite: AR 221 or instructor permission

AR 409, AR 410 Individualized Study in Fine Arts
Permission of department chair required.

FA 201B Demystification of the Arts
Art, music, and theatre give an overview of the historical background that produced the world’s greatest artists and playwrights. Imaging techniques are developed by utilizing technology and engaging in role playing and strategies of group interaction.

GRAPHIC DESIGN

GD 241 Graphic Design I
This foundation course investigates the transformation of source information (image and text) into visual equivalents that are coherent, well-organized, and effective forms of communication. Competency in the application of systems for organizing and unifying design elements is developed through exercises and projects. Creative image preparation for design application is introduced. Emphasis is placed on the ideation process. This studio and lecture-based instruction introduces and develops basic proficiency with industry standard graphic software.

GD 242 Graphic Design II
This course examines the practice of integrating image and text into coherent vehicles for communication. The principles and concepts learned in GD 241 are combined with typography and applied in layout to both page and screen. Color theory, models, and palettes are examined with digital tools. The basics of typography are examined, and focus is placed on developing an appreciation for the central role typography plays in the design of publications. An expanded design vocabulary will be built for use in intermediate level courses. Prerequisite: GD 241 or instructor permission

GD 341 Design for Print Media
Print media has been a primary vehicle for information distribution for centuries. The printed page continues to set the visual standard for much of contemporary media. Student designers study page layout and design by producing brochures, posters, and multiple-page spreads. The relationship of client, designer and printer to a successful project is examined. In this studio course, students practice the finer points of typography, text handling, and page layout. Conventions in form, format, and production will be taught. Prerequisite: GD 242 or instructor permission. (Please note all Graphic Design courses work with iBooks Author in the creation of eBook formatted materials.)

GD 342 Design with Time-Based Media
Recent time-based technologies have revolutionized the designer’s role expanding it to include motion graphics, digital audio and video, and interactive design. Multimedia software tools allow the designer to engage an audience in real-time choices and options. The tools to be used in this digital studio include audio samplers, editors and loop-based sequencers, digital video production and nonlinear editors, motion graphic and compositing applications and interactive/multimedia authoring software. Basic proficiency with a “scripting” language will be developed to enable student designers to create fully functional interactive projects. Prerequisite: GD 341 or instructor permission

GD 345 Creative Publications
Further acquisition of skills essential for professional practice in print and multimedia design is the focus of this course. The design and production of integrated corporate materials such as annual reports, package design, and other collateral material provide student designers the vehicles used to develop these capabilities. Creative projects using digital software tools will be developed in this studio class. Project management issues are introduced and a range of tools is surveyed. Prerequisite: GD 342 or instructor permission

GD 346 Senior Thesis and Portfolio Development
Each student develops a senior thesis project in one or more media. The thesis project is a comprehensive, creative project that requires in-depth research, inventive exploration, and thoughtful resolution. Preparation of an entry-level professional portfolio is also a component of this course. The successful completion of the senior thesis is a requirement for completing the minor. Prerequisite: GD 345 or instructor permission

GD 347 Designing for the World Wide Web
While introducing the student to the Internet and its various protocols and services, this course focuses on the HyperText Transfer
Protocol (HTTP) and its HyperText Markup Language (HTML) that make the World Wide Web possible. This course provides the student with the opportunity to design documents for electronic distribution using a range of HTML page design tools. Issues of human interface design, data organization, multimedia extensions, site design, and maintenance are addressed. Course format is a combination of lecture, demonstration, and hands-on sessions. Students should be familiar with the basics of the Macintosh and bitmapped editors such as Adobe Photoshop before enrolling in this course.

GD 409, GD 410 Individualized Study in Graphic Design
Permission of department chair required.

ENGLISH

EN 105 Writing Seminar
The Writing Seminar provides a workshop setting in which first-year students explore writing for learning and communication. The seminar focuses on the complementary skills of speaking, listening, responding, and reading and thinking critically. Emphasis in the workshop is on process, peer group work, and constant revision. Students produce a portfolio of writing for evaluation at the end of the semester, which includes critical and analytical nonfiction writing, as well as personal narrative. Conferences with instructors and writing assistants outside of class supplement in-class workshops. EN 105 (or equivalent) is a prerequisite for all literature and writing courses.

EN 106 Critical Reading, Thinking, and Writing
This course focuses on critical reading, thinking, and writing skills. Practice in writing profiles, proposals, and annotated bibliographies challenges students to engage all skills emphasized in the course. To further encourage deep critical thinking and more textured and sophisticated college-level writing and research, texts used may be interdisciplinary in nature and will be organized around a central theme of the instructor’s choice and expertise. Themes have included food and politics, poverty, social media, place, and the American prison system. EN 106 (or equivalent) is a prerequisite for all literature and writing courses.

EN 204 American Mythology
In nineteenth-and/or twentieth-century American literature, a survey through the study of a pervasive theme and related image pattern as it translates into a mythology that shapes the American imagination. One of the following themes may serve as the focus: The American Pioneer, The Virgin Land, The American Dream. Prerequisites: EN 105 and EN 106

EN 205 Major British Writers I
Students in this course will study of some of the most important works of the English medieval and Renaissance periods, surveying literature from 800 to 1642. We will read such works as Beowulf, Sir Gawain and the Green Knight, Shakespeare’s sonnets, and the first book of The Faerie Queene and learn about early language, magic, love, and monsters. Prerequisites: EN 105 and EN 106

EN 206 Major British Writers II
A survey of the major works of British literature from Johnson to the present. Prerequisite: EN 105 and EN 106

EN 207 Chaucer
A study of Chaucer’s The Canterbury Tales. We will learn to read the text in its original Middle English, examine its sources, and read a wide selection of its tales, both sacred and obscene. Prerequisites: EN 105, EN 10, and EN 211, or permission of instructor

EN 208 The Nineteenth-Century British Novel
This course is comprised of a study of the major British novels of the nineteenth century, with a particular concentration on a specific theme or sub-genre each time such as the bildungsroman, the domestic novel, the industrial novel, etc. Students will examine the treatment of social issues and trends as well as work, education, marriage and its alternatives. Students will read novels by such writers as Shelley, Austen, the Brontës, Dickens, Gaskell, Thackeray, Eliot, Hardy, and Butler. Prerequisites: EN 105, EN 106, or EN 211, or permission of instructor

EN 209A Creative Writing
This course introduces students to the writing of the short story and poetry. Students will write and share their work with the class. Students will also read classic fiction and poetry as well as study strategies for writers. While the course is introductory, the workshop discussion should be useful to students at any level. Prerequisite: EN 105, EN 106

EN 210 Poetry Workshop
Students will write their own poems and critique poems in a weekly workshop setting, study a variety of published poems from the ancient to the contemporary, and respond to a number of poetry prompts and assignments to stretch their imaginations and their writing skills. The course culminates in a final portfolio of revised work and reflections. Prerequisites: EN 105, EN 106, or permission of instructor

EN 210B Fiction Workshop
The focus of this course will be on the process of developing short stories. To develop structure, style, and voice, students will read and study
published short stories and then write, present drafts of stories for class workshop sessions, and revise work for a final portfolio. Prerequisites: EN 105, EN 106

EN 211 Introduction to Literary Studies
In this course, students will explore the forms, devices, and contexts of various genres of literature (fiction, poetry, and drama) and apply their understanding by analyzing and interpreting literary works drawn from worldwide sources. Texts chosen will vary by topic and theme as selected by the instructor. Themes have included coming of age, literature of the fantastic, the hero’s journey. Prerequisites: EN 105, EN 106

EN 218 Traditions in African-American Literature
This course introduces students to the wide range of writings by African Americans who have shaped the American literary imagination, beginning with 18th-century writers Olaudah Equiano and Phyllis Wheatley through to 20th- and 21st-century artists like Hughes, Wright, Morrison, and ZZ Packer. The course explores the significant tropes and signifiers of African-American texts and considers the ways in which writers of African descent have interrogated their collective pasts and have influenced generations of U.S. writers. Prerequisites: EN 105, EN 106

EN 222 King Arthur and the Chivalric Tradition
This course traces the rise of Arthur and his court, the quest for the Holy Grail, the forbidden love of Launcelot and Guinevere, the treachery of Mordred and Morgan le Fay, and the end of the world with the fall of Arthur’s brief golden age. Students will read such authors as Geoffrey of Monmouth, the Gawain poet, the Welsh Mabinogian tales, Marie de France, Chretien, of Monmouth, the Gawain poet, the Welsh Mabinogian tales, Marie de France, Chretien, Malory, and other more modern written and filmed retellings. Prerequisites: EN 105, EN 106

EN 223 Rhetoric: The Art of Written Communication
Students begin by exploring a definition of “rhetoric” as practiced by a broad range of writers. They examine how writers use rhetorical devices, both classical and modern, to explain their positions and develop their arguments. Writing assignments include students’ own persuasive papers on topics chosen from a list of current social issues. Articles from present-day news media and other sources serve both as works to analyze and as models to emulate. Themes for readings vary by the interest of the instructor and have included education in america, gender and rhetoric, and political rhetoric. Prerequisites: EN 105, EN 106

EN 224 Classical Mythology
Study of the nature of myth and myth-making including the principal myths and legends of the Greeks through their literature and of the Romans, chiefly through Ovid. Prerequisites: EN 105, EN 106

EN 226 Publishing Hemetera: Regis’ Literary Journal (1-credit)*
Hemetera, the Regis literary journal, is a student-run, annual print and digital publication that features a wide range of Regis undergraduate and graduate poetry, fiction, creative nonfiction, drama, and photography. Under the guidance of a faculty advisor, students learn how to develop, edit, design, publish, and market a literary journal. Students also work together to organize and host Hemetera’s annual reading and release event for the greater Regis community. This course may be repeated for credit. Prerequisite: EN105

EN 227 Writing with Style
In this course, students participate in a series of intensive workshops designed to strengthen their ability to edit for grammar, mechanics, punctuation, style, and tone. Students work in small editorial teams to craft and polish a variety of print and online texts. Two main projects include developing the tone and style of a class website and conducting interviews with editors and proofreaders working in trade and academic publishing. Prerequisites: EN 105, EN 106

EN 228 U.S. Literature I: Early to the Civil War
A study of major works of American literature from the moments of first contact between Native Americans and Europeans through the Civil War. Through the study of historical accounts, poems, captivity narratives, slave narratives, early sentimental novels and longer works, students will examine the legacy of European/Native conflict, Puritan theology, slavery and abolition, westward expansion, and reconstruction on the formation of American literature. Authors to be considered may include Equiano, Mary Rowlandson, Bradford, Sojourner Truth, Harriet Jacobs, Emerson, Thoreau, Dickinson, Melville, and Whitman. Prerequisites: EN 105, EN 106

EN 229 U.S. Literature II: 1865 to Present
Through the study of significant works of literature by U.S. authors from Reconstruction to the present day, this course will explore realism, modernism, and postmodernism, and will consider the role of political and cultural upheavals, from suffragism to Civil Rights, as sources of creative impetus. Authors to be considered may include DuBois, Cather, Faulkner, Morrison, and Kingston. This course need not be taken in sequence with EN 305. Prerequisite: EN 105, EN 106
EN 230 Writing Workshop: Creative Nonfiction
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, or instructor permission.

231 Writing in Place: Travel Writing and Journey Memoirs (1-credit)
In this 1-credit travel course led by two full-time writing instructors, students will journey to such locations as Dublin, Ireland; San Miguel de Allende, Mexico; or Rome, Italy to explore the ways in which writing in place and about place shape our texts, our styles, and our approaches. Students will be able to experiment with all genres, including travel essays, memoirs, poetry, and digital storytelling. Students may sign up for this 1-credit course during registration for spring courses, or it may be taken in tandem with a creative writing course on offer for the spring—Poetry Workshop or Creative Nonfiction. The course requires 3 pre-travel planning and study meetings to learn about the cultural, historical, and social aspects and be introduced to some of the literature and art of the destination country, as well as several post-travel meetings to plan a presentation, to conference with an instructor to revise writing projects; and to make a final presentation to the Regis Community. Prerequisites: EN105 and EN106.

EN 288B Special 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 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, EN 106.

EN 302A Seminar: Intensive Study of a Genre
This seminar traces a single theme and kind of literature as it develops and changes over time while focusing on academic writing and critical approaches to literature. Prerequisite: junior standing or instructor permission.

EN 302B 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. Prerequisite: junior standing or instructor permission.

EN 303 Living Literature
In Living Literature, students will read and write intensively about and in response to the work of five selected local authors who will visit campus and work directly with students. Authors will include novelists, poets, nonfiction writers, journalists, and dramatists. The texts chosen will focus on such themes as representations of disability; war and its aftermath; gender, race, and class issues; and family dynamics. Prerequisites: EN105, EN106, and EN211.

EN 304 (TH 304) Study Abroad: Topics in Literature and Theatre
Students will travel to a selected location such as London, Dublin, or Greece for intensive study of the literature and drama of that culture. The course includes guided tours of theatrical and literary sites and an in-depth study of a variety of literary works and plays in performance, as well as attendance at theatre performances and lectures and completion of assigned papers. Prerequisites: EN 105, EN 106.

EN 306 American Literary Landscape
This course features the exploration of one geographical region (“place”) as a contributing influence in American literature. The course will focus on one area such as Boston and its environs, or one area as it relates to a literary movement, such as the Harlem Renaissance, or Transcendentalism and Concord, MA. Prerequisite: EN 105, EN 106, or EN 211, or permission of instructor.

EN 309 Studies in Postcolonialism
Students will explore postcolonial literature in English, primarily from Africa, India, and the West Indies. They will examine issues of colonization and decolonization, in addition to the historical contexts and the aesthetic and political challenges posed in texts by Chinua Achebe, Buchi Emecheta, Ama Ata Aidoo, Ngugi wa Thiong’o, Nadine Gordimer, J. M. Coetzee, Salman Rushdie, and V. S. Naipaul. Prerequisite: EN 105, EN 106, EN 211, or permission of instructor.

EN 311A Shakespeare I
This course gives an introduction to Shakespeare’s plays, including some of the most important plays from each of his dramatic genres: comedy, history, tragedy, and romance. In addition to close examination of the plays, students will discuss the dramatic, textual, and theatrical history of Shakespeare’s time. Prerequisites: EN 105, EN 106.
EN 323A Spenser and Milton
Read the works of the two most influential non-dramatic English poets of the sixteenth and seventeenth centuries. Students will spend significant time reading the works of Edmund Spenser, including large selections from his masterwork, The Faerie Queene, and several of his mysterious, puzzle-like, shorter poems, like “The Fate of the Butterflie” and “Mother Hubberds Tale.” Then they will look at the poet who Spenser inspired: John Milton. Students will focus on excerpts from Milton’s Paradise Lost and consider the historical, literary, and religious contexts that made these poets so famous. Through comparative reading, students will discover how these two poets speak to each other. Prerequisites: EN 105, EN 106

EN 324 Women Writers of Fiction
This course features an exploration of the themes, language, subjects, and visions present in novels and short stories by women of varying cultural heritages. Works will be interpreted against the background of women’s struggle for political, social, and artistic liberation and within the context of influential literary criticism. Prerequisites: EN 105, EN 106 or EN 211, or instructor permission

EN 325 (SP 325) Latino/a Writers in the United States
This course includes a study of literary and cultural contributions by Latino/Latina writers in the United States. The course presents students with literary examples from the major immigrant groups that comprise Latin communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, and Dominicans. The course is taught in English. Students taking this course for Spanish credit are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 305, SP 306 or equivalent. Prerequisites for English credit: EN 105, EN 106 with permission of the instructor, or EN 211.

EN 326 Visual Narratives *
This course will focus on images as the basis for storytelling. Students will study a variety of media including European precursors to the American comic strip, the contemporary graphic novel, ekphrastic narratives (text stories inspired by visual art), photo essays, and other mixed-media/cross-genre narratives. Students will engage with critical readings in order to understand how the blending of image and text can enhance narrative techniques such as symbolism, theme, foreshadowing, character development, and irony. For the final project, students will create and present their own visual narrative. Prerequisite: EN105, EN 106, EN 211, ID 234
EN 327 Twentieth-Century British Writers
In this course students will study the poetry, fiction, and drama of Modernists and their followers, including the works of Yeats, Woolf, Eliot, Joyce, Orwell, Waugh, and others. Prerequisites: EN 105, EN 106 or EN 211, or permission of instructor.

EN 328 Writer as Critic: The Art of the Review*
This advanced writing course offers students the opportunity to read and write critiques of a wide range of art forms and mediums including literature, film, and music as well as food and travel. Students will study the historical traditions of the critic and gain an understanding of how these traditions have evolved into contemporary critiques. Prerequisites: EN 105, EN 106 and/or the recommendation of a professor who has seen evidence of the student’s writing abilities.

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.

EN 330 History of the English Language
This course will introduce students to the history of the English language, with a focus on English’s journey from 800-1700. Students will study changes in spelling, sound, and vocabulary, and learn how to read and understand Old and Middle English texts. Because Old English is so different from Modern English, the class will approach its study like a foreign language, considering issues of grammar like case, mood, and grammatical gender. Students will consider early English historical and literary texts and have the unusual pleasure of studying them in their own language. In the process of learning the history of English, we will gradually introduce enough historical linguistic material to understand not only how English changed, but why. No prior knowledge of linguistics or early English is required. Prerequisites: EN 105, EN 106.

EN 332 Writing Pedagogy (1 credit) *
This course is designed for students interested in becoming writing tutors. Students will learn and practice peer-review strategies and techniques conducive to effective one-on-one and small-group writing projects. This course may be repeated for credit. Prerequisite: EN105 and EN106 or instructor permission.

EN 333 Writing and Healing *
This interdisciplinary advanced writing course emphasizes the cognitive and emotional benefits of creative writing for diverse populations including patients and caregivers. Students read and analyze a range of literature such as personal essays, poems, short stories as well as a wide variety of nonfiction works within psychology, sociology, and medical studies. By the end of this course, students will have gained a deep understanding of the therapeutic aspects of writing. Students will also have the opportunity to participate in Regis’ annual Writing and Trauma Conference. 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.

EN 336 Early Women Writers *
Women wrote comic and tragic drama, action-packed romances, sacred works, deeply confessional letters, autobiographical narratives, and lyric poems in the medieval and Renaissance periods. In this class, students will study some of these works and writers in their biographical, historical, and cultural context. These authors, hailing from England, Wales, Germany, Spain, France, Venice, and the American colonies, also span a wide range of statuses from Queen of England, to saint, to scandalous secret agent, to heretic burned at the stake. This course will explore not only what these women wrote, but also where and how they wrote in times that were not amenable to women taking on the mantle of “author.” Students will consider how they responded to cultural prejudices and often seized power and voice through their pen. Some of the authors may include Margery Kempe, Heloise, Marie de France, Anne Askew, Teresa of Avila, Hildegard of Bingen, Aemilia Lanyer, Elizabeth Cary, Elizabeth I, Marguerite de Navarre, Mary Sidney, Louise Labe, Anne Bradstreet, Cecilia Ferrazzi, Aphra Behn, and Katherine Philips. Prerequisites: EN105, EN106, and EN211 or instructor permission.

EN 348 (HI 348) American Narratives and Identity
This class will introduce students to a selection of uniquely American narratives, such as captivity narratives and slave narratives, or American autobiography. As distinctly American literary forms they provide a unique entre to American literature, culture, and history. Prerequisites: EN 105, EN 106, or EN 211, or instructor permission.

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 instructor permission

EN 409, EN 410 Individualized Study
Prerequisites: EN 105, EN 106 and instructor permission

* Course pending approval.

HISTORY

HI 103 U.S. History through the Civil War
The first half of the survey is an overview of the development and maturation of an Anglo-American society in the "new world" as well as an introduction to historical thinking and writing. The course will stress the interconnectedness of social, economic, and political history and the diversity of the American experience in the colonies and in the early republic by region, class, race, and gender.

HI 104 U.S. History 1865 to the Present
The second half of the survey describes the evolution of modern America, a nation shaped by prosperity and depression, by wars abroad, and by movements for equality at home. The course will probe changing relationships between business, the federal government, local communities, and the family and the rise of the United States as a world power. Students will gain skills in the analysis and the practice of historical interpretation.

HI 107 The Ancient World: From Birth to Rebirth
This course provides an introduction to the history and culture of ancient civilizations, with special emphasis on the Middle East, Greece, and Rome. The origins, development, and achievements of each will be studied, as well as the interrelationships and the interdependencies among these and other ancient societies and cultures. The course will conclude with an introduction to the Medieval Period as a bridge between the ancient civilizations and the Renaissance.

HI 108 Europe and the World After 1500
This course provides a survey of world history from 1500 to the present, this course focuses on the interaction between European and non-European societies. Topics discussed include the socio-political, religious, and economic transformation of Europe, the impact of the industrial revolution, the Chinese and Islamic empires, colonialism and its impact on Asia and Africa, nationalism, revolution, war, and globalism.

HI 111 Pre-Colombian Civilizations
This course analyzes major civilizations in the Americas prior to, at the point of, and after European contact. It traces the general history of these groups and their modern day descendants, stressing the cultural ramifications after colonization and calling to question modern concepts of “indigeneity.”

HI 112 Latin American Civilizations through the Twentieth Century
This course explores themes in Latin American history from independence to the present. Among these are: religious, socio-economic, political, and cultural movements. Social and racial inequality and political instability will be given special attention.

HI 200 Ethnohistory: An Introduction
This course introduces students to the theory, methods, and practices of ethnohistory. Students will learn how to use historical and ethnographic data, in addition to less traditional data such as material culture, memory, museums, folklore and oral history, art, music, language, etc. to understand the histories of particular cultures which may or may not exist in the present. Prerequisite: SO 213

HI 211 Women in American History
This course introduces students to the diversity of American women’s experiences, voices, and perspectives from pre-colonial to contemporary times. Students will examine how immediate social-historical circumstances and long-term trends have shaped and reshaped gender relations. They will also explore how women have organized to improve their own situations and those of their families and communities.

HI 216 Public History and Archaeology
This course introduces students to foundational theory and practice associated with the field of public history. As a newly burgeoning sub-discipline, we will engage this exploration using contemporary scholarship which seeks connections between the major academic hubs contributing to theoretical models and professional applications which feed into the field, including: ethnohistory, archival practice, museum studies, cultural resource management (CRM), historic and cultural preservation, oral history, heritage performance, community education, the digital humanities, and tourism. The curriculum includes experiential learning components designed to provide exposure to appropriate technology and media, fieldwork methods, exhibition, and more as opportunities arise.
HI 290 Thinking, Learning, Doing: Writing for the Liberal Arts
This course is designed to introduce students to theories, ideas, and practices upon which upper-level courses in the liberal arts are founded. It serves as a prerequisite to upper-level history and heritage courses; however, students who wish to pursue any of the pathways within the liberal arts would find this course beneficial. Students will become familiar with the style guides, research skills, writing skills, and assignments they will encounter during the course of their program.

HI 301 Historiography and Methods
This seminar is an historical survey of major problems in European and American historiography and philosophies of history from ancient times to the present. Students will become familiar with the key questions regarding the nature of historical knowledge, and will be able to articulate various responses to these questions. History, as a discipline, will be considered in terms of theory and practice. In addition, the course will provide an introduction to basic historical research methods and how these methods relate to the methods of other discipline in the social sciences and humanities. Prerequisite: HI 290

HI 307 Topics in Intellectual History
To expose the American past in the context of patterns of thought, the following topics are treated: Puritanism, the Enlightenment, Transcendentalism, the Frontier, the Idea of Progress, Democracy, and the National Character.

HI 310 Culture and Society in Early America
Through the medium of autobiography, as well as art, artifacts, music, and folklore, major themes and issues of early American life will be examined. These include Puritanism and the ideal of community; individualism, independence, and the American Revolution; slavery and freedom; and the frontier and western expansion.

HI 311 (also TH 311) Oral History and Performance
This course takes students through the process of creating a documentary theatre script. Its focus is on combining oral histories with research on a specified historical event and theatrical period. It teaches professional methods and provides practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

HI 322 Birth of the Italian Renaissance
Political, economic, religious, and social change manifested in a flowering of urban pride, architectural and artistic adornment, and literary expression of humanistic values in the cities of Italy. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit for a total of four credits.

HI 340 Landscape & Memory: The Commoditization of History
This course will investigate the ways in which landscape reinforces memory through memorials, monuments, architecture, and the natural landscape. Students will explore the following historical and theoretical questions: What is collective memory and how do societies change the landscape to reinforce it? What role do monuments and memorials play in societies? Are memorials and monuments contested histories and narratives? Who gets to decide how to memorialize an event? What is remembered and inscribed in memorials? What is forgotten? What is the role of nostalgia in making and remaking of landscape.

HI 348 (also EN 348) American Narratives and Identity
This class will introduce students to a selection of uniquely American narratives, such as captivity narratives and slave narratives, or American autobiography. As distinctly American literary forms they provide a unique entre to American literature, culture, and history. Prerequisite: HI 103 or HI 104

HI 350 History of Mediterranean Culture
The History of Mediterranean Culture provides the foundation to discuss the interplay between societies, cultures, and communities around the Mediterranean Basin from the Middle Ages to the present. These encounters and conflicts created the trans-regional and transnational societies marking one of the most vivid and porous boundaries in the world. This course explores the regions around the Mediterranean from a historical and anthropological point of view, giving special attention to material culture as well as literary and cultural memory.

HI 354 Ethnicity in Modern American Culture
This course traces the American story as one of immigration. It is rooted in the idea that the United States is a nation comprised almost entirely of immigrants and the descendants of immigrants. Using novels, film, and historical documentation, the course will examine immigration as a major force in the shaping of American culture and society and as a central event in the lives of many Americans, basically asking: How are immigrants affected by American culture, and conversely, how is American culture affected by immigration? Other issues to be addressed include assimilation vs. ethnic identity, race, and immigration.
covers race and ethnic divisions, discrimination, conflict, and cooperation. Additionally, it analyzes the impact of global processes on race and ethnicity. These concepts will be fleshed out through an intensive process of reading, critical thinking, writing, and speaking. Prerequisite: HI 104, HI 200, or SO 213

HI 355 Mediterranean Conflict and Continuity
This course will examine the interrelationship of social and economic factors and their influence on political development in selected Mediterranean countries including neo-classicism, modern nationalism, great power interests, and the crisis of modernization. Prerequisite: HI 107 or HI 108

HI 378 American Material Culture and Architecture
This course introduces students to the broad range of theories, methodologies, and approaches to material culture studies and architecture, with particular emphasis on the United States. It examines both common practices and prevailing ideas about the relationship between nature, culture, material, and visuality. The material culture around which the course centers is broadly defined and includes settlement structure, architecture, domestic artifacts, art, foodways, and even trash. Themes the course will explore include the relation of material culture to ethnicity, class, and gender; the effects of urbanization and industrialization on daily life; and the use of multiple lines of evidence to build narratives of the past.

HI 379 The Culture of Fashion
For more than a millennium, fashion has articulated societal definitions of power, gender, and identity. Sumptuary laws (with their exceptions) and fashion extremes (from codpieces to wigs) have dressed changing paradigms throughout Western society. This course is an overview of fashion and clothing from an historical, economic, and cultural perspective. It will consider their evolution from the complex ideological representations of the Renaissance to the centrality of textiles in the Industrial Revolution. Eventually, the twentieth century rewrote and disintegrated many stylistic codes, trying to reconcile the conflicting standards of individualism and communal values through an ambiguous homage to consumerism and acceptance of exploitation.

HI 402A Seminar: In Search of Greece
This course will cover Greece in all periods—ancient, Byzantine, modern—using an interdisciplinary approach in order to recreate the reality and myth of a country with an unbroken history of three thousand years, as observed by writers and poets, artists and adventurers, diplomats and archaeologists. Students will survey primary literary and artistic sources while engaging in discussions, giving oral reports, and composing a term paper. Prerequisites: HI 107 and HI 108

HI 402C Seminar: Problems in Archaeology
This course includes a study of theoretical approaches to archaeological problems and new techniques used to solve these. Prerequisite: HI 216

HI 402D Seminar: The Writer as Historian
This is the first part of the capstone sequence offered in the fall. It is designed to prepare students who will be completing a thesis in the spring. By studying novels and watching plays of writers of different nationalities and ideological persuasions, the seminar will seek a more direct and personal understanding of some of the major intellectual, political, and social conflicts of the twentieth century.

HI 408B Vera Laska Colloquium
This is the second part of the capstone sequence offered in the spring. The colloquium is designed for seniors and graduate students (see HI 508B). It is an intensive, interdisciplinary research-oriented course, culminating in a thesis paper. Themes will vary from year to year depending on interest, need, and available faculty.

HI 409A Independent Study
HI 409B Tutorial
HI 410A Independent Study
HI 410B Tutorial

HI 412 Advanced Practice In Professional History
This course will be offered as a colloquium or on an individual basis depending on interest and available faculty. It will expose students to tasks and necessary skills of the contemporary historian. Students will participate in research, writing, presentation, teaching, grant writing, public history, and museum work. The particular methods and approaches of each task will be explored early in the semester. By midsemester, students will dedicate the majority of their time to the tasks and skills most congenial to their vocational interests. This course can be taken at the undergraduate or graduate levels.

MUSEUM STUDIES COURSE DESCRIPTIONS

MS 201 Introduction to Museum Studies I
Museum Studies I introduces students to the history of museums and the various aspects of museum work viewed from
historical, philosophical, and practical perspectives. Particular attention is paid to the public role museums play as education partners and nonprofit organizations with a cultural focus. The course surveys the diversity of museums and examines the main operations common to all museums, such as governance, finance, education, marketing, exhibitions, and collections management. Prerequisite for MS 202

**MS 202 Museum Studies II: Introduction to Museum Management**

Museum Studies II introduces the student to organizational behavior in the museum setting. Issues such as multiculturalism, corporate sponsorship, cultural stereotyping, ownership, and authenticity will be examined. Students gain practical experience through real-world museum challenges in selected areas of importance, for example, exhibitions, education, grant writing, collections policy, and long-range planning. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit, for a total of four credits.

**ID 344 and 345 Museum Studies Practicum**

On-campus Museum Studies Practicum units require a six- to eight-week commitment of at least twenty-five hours either in the Spellman Museum or the Carney Gallery and carry three credits. These units provide an opportunity at the sophomore level for majors and minors to profit from the professional expertise of the directors of the campus museum/gallery sites in preparation for the professional internships. Prerequisites: MS 201, 202 or instructor permission

**MUSIC**

**MU 103 Introduction to Musicianship**

This course is an introduction and reinforcement of elementary musical skills for students with little or no formal musical experience. The course includes music notation, scales, chords, and basic keyboard techniques. Each student participates at a computer/keyboard station to learn interactive techniques through state-of-the-art MIDI (Musical Instrument Digital Interface) applications. Students will play familiar tunes with two hands by the semester’s end.

**MU 104 Fundamentals of Music**

This course is designed as a sequel to Introduction to Musicianship for students who have had some musical experience. It includes the study of intervals, chords, and musical structure. Concepts are reinforced through advanced keyboard/computer MIDI applications. Prerequisite: MU 103 or MU 209 or instructor permission. Enrollment limit: ten

**MU 105 Introduction to Music**

This course will give a broad overview of the elements of music. It covers basic note-reading techniques, music theory, identification of instrumentation, genre and musical forms, as well as an historic overview of music. An important element of this course is listening to—and examining of—musical master works from a variety of periods and styles. At the conclusion of the course, students will be prepared for more advanced study in music theory, history, and applied music.

**MU 207 What to Listen for in Music**

This course is an exploration of the wide range of music heard today: western, nonwestern, popular, and classical. The course examines various elements, styles, and forms of music, and includes lectures, discussion, critical listening, field trips, and concert attendance. Students gain skills that will enable them to become more sophisticated listeners.

**MU 208 History of Rock and Roll**

Delivered completely online, this course will use e-resources, including the required text, of what became a major component of pop culture. With the support of YouTube to hear archival recordings and the Rock and Rock Hall of Fame website among others, students will gain perspectives on the evolution of pop music and its correlation to societal, cultural, and political shifts in the American landscape.

**MU 209 Class Piano I**

Piano I is designed to teach beginners to play the piano. Students gain basic skills and confidence in note-reading, rhythm, and technique. Each student participates at her/his own newly updated computer/keyboard station using state-of-the-art Musical Instrument Digital Interface (MIDI) applications. Students will play familiar tunes with two hands by the semester’s end.

**MU 210 Class Piano II**

In Piano II, a sequel to Piano I, students advance to playing chord accompaniments and analyzing styles, including blues and jazz. Additional software programs give students opportunities to experiment with basic recording and composition of their own music. Enrollment limit: ten. Prerequisite: MU 209 or instructor permission

**MU 300 Instrumental Music Ensemble**

Instrumental Music Ensemble is open to players including the annual Christmas Concert.
Rehearsal is held once a week on Tues. or Thurs. evening. Students take the course on a Pass/No Pass basis. Students are expected to (1) attend all weekly rehearsals, (2) attend additional rehearsals immediately before a performance if necessary, (3) practice outside of class time, and (4) participate in all performances. Students must supply their own instruments. Registration in Fine Arts Center Music wing as posted.

MU 306 Women and Music
This course will focus on the often-neglected work of women in music, particularly but not exclusively in relation to the professional music world. Women’s work as composers, performers, teachers, conductors, patrons, and clubwomen will be examined. Class time will be spent discussing assigned readings, listening to recordings of work by women, hearing guest performers, and presenting group projects.

MU 307 Symphonic Music
Symphonic literature from the eighteenth century to the present. Study of works by Haydn, Mozart, Beethoven, the Romantic composers, and such twentieth-century figures as Stravinsky and Carter.

MU 308 Music and Theatre
A study of selected major musical, dramatic works of western music, with special emphasis on opera, the musical, and ballet.

MU 315, MU 316 Glee Club
Glee Club provides a congenial setting in which Regis students experience the unifying power of singing together. The group affords many leadership opportunities, including service as choral officers, section leaders, and concert tour organizers. Singers learn basic note reading and correct singing techniques. Repertoire includes a broad range of musical styles including classical works, folk songs, spirituals, show tunes, and popular music. Activities include performance for various campus functions, including special liturgies and exchange concerts. Every three years the Glee Club also travels to Europe on Concert Tour. The last trip was to Barcelona, Spain in 2013. The next European concert tour will take place in March 2016. Annual highlights include the Christmas Concert with orchestra, the Collegiate Choral Festival (hosted by the Regis Glee Club with participation by 8-10 collegiate choirs), and production of a professional CD of repertoire performed during the year. Brief audition required.

MU 318 Global Music
This course offers a study of music from a multicultural perspective. Emphasis will be on the enormous range of musical resources of the Hispanic, African, and Asian cultures and on the ways those cultures have influenced musicians as diverse as Claude Debussy, George Harrison, John Cage, and Philip Glass.

MU 320, MU 321 Chamber Singers
This advanced singing group is structured for the skilled singer who also participates in Glee Club. Skills required (and refined in Chamber Singers) include: correct tone production, intonation, choral blend, sight-reading, and independence in part-singing. Chamber Singers perform a variety of repertoire both on and off campus, with emphasis on modern a cappella music. Basic handbell-ringing techniques are also studied. Audition required.

MU 333 Twentieth-Century Music
In this course students will explore of some of the main trends and currents in twentieth-century music and the ways they relate to a period characterized by rapidly developing technology. Emphasis will be on the music, the creators of the music, the performance practices, and the concert scene in the cultivated, the vernacular, and the ”crossover” styles.

MU 409, MU 410 Individualized Study in Applied Music

PHILOSOPHY & RELIGIOUS STUDIES

ID 222 Exploring the Human Spirit
This course will first explore the search for truth and wisdom through the many ways of knowing (reason, myth, symbol, metaphor) and the implications of each. The bases for belief and unbelief will be studied. How the holy is experienced through sacred writings, community, and ritual will constitute the latter focus of the course.

ID 304 Exploring Ethics
This course features a study of the philosophical and religious principles persons use in approaching ethical problems, with particular attention to the Christian ethical tradition. The focus of the course will be on the ethical challenges of the contemporary world, including those in the student’s field of concentration. Stress will be placed on skill development in ethical reflection and analysis.

PH 101 Introduction to Philosophy
This course offers an introduction to philosophical thinking through reading and discussion of some of the philosophical questions raised by major philosophers.

PH 103 Philosophy and Literature
This course introduces students to some of the questions asked by philosophers through the course of history by readings selected from the works of well-known philosophers and literary persons.
PH 104 How We Think: An Introduction to Logic
This course offers an introduction to some of the elements of correct thinking—induction, deduction, validity, syllogism, truth-functions, implication.

PH 201 History of Western Philosophy
This course will survey the major philosophical thinkers and thought from fifth-century BCE Greece to the present.

RS 102 Religious Quest for Meaning
This course will ask students to look at the common human experience of searching for meaning and the variety of responses given to this common search. Responses of significant religious thinkers and traditions will be examined.

RS 107 Jesus: Myth and Reality
Is Jesus really human? How can He be divine and human at the same time? What does Jesus mean to Christians today? What has He meant to Christians in the past? The course will deal with these questions and with the issues behind them.

RS 110 Practical Techniques for Spiritual Growth
The aim of this course is to help the student unlock potential for religious awareness. The student will appropriate the religious dimension of human experience firsthand by learning and practicing specific techniques, including meditation, focusing, visualization, and body awareness, practiced in a context that considers alternative models of holiness.

RS 112 The Concept of Love
This course offers an exploration of the various forms of love: friendship, romantic love, and Christian love with texts from a variety of authors.

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.

RS 201 Old Testament
This course features a study of the sacred writings of the Jewish tradition with emphasis on the historical, cultural, and religious backgrounds of the writings. Questions to be considered include: What is the historical message of the Bible? What is its religious message? Does the Bible have a message for today?

RS 202 New Testament
This course features a study of the New Testament, including Gospels and Epistles, with stress on contemporary understanding taking into account the historical, cultural, literary, and religious backgrounds of these writings.

RS 206 Comparative Religion
This course offers thematic study of religion which compares and contrasts alternative views of God, human liberation, origins, morality, worship, and organization.

RS 208 Stories of Belief
This course is a consideration of autobiographical writings which manifest lived experiences of religious belief. The material will focus on questions of self, freedom, love, loneliness, death, and social responsibility.

RS 211 Religion and Society
This course asks students to study of the social dimension of religion including the role of community, of ritual, and the responsibilities of love and justice toward society at large.

RS 215 Catholicism: Contemporary Perspectives
This course offers a study of key topics in Catholic theology: God, Jesus, church, and worship. Emphasis will be placed on a contemporary understanding of Catholic thought in light of its historical sources. Particular attention will be paid to the question of the Church’s place in the modern world and the challenges it faces in such forms as pluralism, feminism, and secularism.

RS 216 The Meaning of Faith
This course is an exploration of the problem of belief. The course will deal with human self-understanding and meaning. Students will confront faith and a delicate balance of personal decision and personal surrender. Unbelief will be examined.

RS (SO) 280 Spirituality and Service
This interdisciplinary course will be co-taught by a professor from the religion studies and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in religious and secular settings that engage in direct service and advocacy. This course will engage students in applying sociological and theological concepts and theories to their experiences performing service work in a variety of settings.

RS 304 Symbol and Ritual in Human Life
This course features a study of the role of symbol and ritual in contemporary life. This will include an examination of the significance of religious ritual as an instrument for expressing and developing human life.
RS 308 (HI 308, ID 308) Medieval Vision
This course offers students an interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundation. Added insights from a variety of disciplines supplement in and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

RS 317 Pluralism: One God, Many Faiths
This course asks students to examine the implications of religious pluralism. Is there one path to salvation or many? Is Christianity unique? Is there more than one religious truth? Are all religions equally true?

RS 318 Women and Religion
Students in this course will study the exclusion of women from positions of influence in religion in spite of their historically devoted support of religion. The course draws on theology and cross-cultural studies to examine the status of women in religion and the social structures supported by images of women.

RS 402 Seminar
This seminar is designed to allow the student to discover the continuity, diversity, and development of Christian belief through the ages.

POLITICAL SCIENCE & SOCIOLOGY

LG 201 Introduction to Law and Government
This interdisciplinary course that seeks to understand the nature and function of law as it exists in communities. The course examines law operating at all levels, as the product of politics and culture. Topics include the legal profession, law enforcement, the role of judges, and the resolution of conflict.

PO 210 American Politics: Introduction
This course analyzes the major political institutions of the American political system at the federal and state levels, considers major public policy issues and the interests that influence policy making, examines the civil and political rights of American citizens under the Constitution, and evaluates the democratic system of campaigns and elections.

PO 211 Comparative Politics: Introduction
The course is an introduction to the study of comparative politics. It will provide the basis for understanding and comparing different political systems, political histories, political attitudes, and political institutions. The course will introduce different approaches to and methodologies for comparing political phenomena. It will also familiarize students with global political geography.

PO 212 Political Theory: Introduction
The course is a general survey of political theory with a particular focus on the classical forms of government and major concepts in political ideologies. The four chief goals of the course will be to increase the students’ appreciation of political ideas and the particular ideas shaping Western Civilization (as a grounding for later explorations of non-Western traditions), to help students appreciate the contributions they can make to political life, to serve as a foundation for the department’s upper-level courses to follow, and to begin an inquiry into ethics and politics which will be continued in department seminars and the capstone senior seminar.

PO 230 International Relations: Introduction
This course is an introduction to the study of international relations (IR) between the states of the world. We will explore such concepts as global interdependence, international political economy, foreign policy, and international conflict and cooperation. We will consider current problems such as the tension between globalism and nationalism, the problems of national security, conflict and migration, and the role of international organizations like the UN in resolving (or complicating) these matters.

PO 231 Human Rights
This course introduces students to terms and concepts in the study of human rights as well as the key issues, debates, and controversies surrounding the idea of universal human rights. We will look deeper into the specific issues of human rights such as access to the resources required to realize human rights, the relationship between citizenship rights and human rights, the rights of minorities, genocide, torture, humanitarian intervention, and international criminal tribunals.

PO 303 Seminar: Critical Issues in International Relations
The course examines in depth several of the cutting-edge issues of international relations that profoundly affect our lives: revolution in information technology and transnational corporations and their impact on workplace; political conflicts precipitated by world population explosion, struggle for scarce resources, North vs. South rivalry, environmental pillage; problems of post-Cold War world order, nuclear proliferation, ethnic and nationalistic clashes, human rights, immigration and multiculturalism, peace and justice, and conflict resolution. Prerequisite: PO 230 and at least two courses from PO 330, PO 336, PO 337, or PO 345
PO 310 The Supreme Court and the Constitution
This course considers the Supreme Court as a major policymaker in the American political system. It will include an analysis of major doctrines of constitutional law through examination of the leading cases. Prerequisite: PO 210

PO 311 The First Amendment
This course examines the legal protections of liberty in the First Amendment, including freedoms of speech, press, religion, and assembly. These issues are explored through major court decisions, supplementary materials, and class debates. Prerequisite: PO 210

PO 313 Public Administration
This course offers an introduction to the theory and practice of administration in the public sector. Topics will include the political environment of public administration, management of people and programs, administrative responsibility, and ethics.

PO 315 American Political Thought
This course features a systematic examination and evaluation of the main currents in American political thought as manifest in the key works of prominent thinkers. The course gives special attention to the role of democracy, capitalism, and individualism as guiding ideologies and uses a variety of materials to explore the development of current debates in American political life. Prerequisite: PO 210

PO 316 Public Policy Analysis
Students in this course will examine the creation, implementation, and evaluation of public policy with particular emphasis on the ethics of the policy process. The course will consider different public issues and help students develop professional skills used when selecting policy alternatives. Prerequisite: PO 210

PO 317 Comparative Politics of Europe
This course offers an introduction to the study of comparative political cultures and ideas of selected countries of the western, central, and eastern regions of Europe. Political systems will be examined in historical perspective, including an analysis of transformations from communist party governments to independence and alliance with western nations. The development of the European Union and related contemporary issues will be included. Prerequisite: PO 211

PO 323 Comparative Political Ideologies
A comparative examination of ideological approaches to political life, with particular attention to the ways human societies have organized their political communities. Major political systems, such as democracy, socialism, communism, fascism, and anarchism will be considered, as well as modern ideologies of feminism, environmentalism, and multiculturalism. Prerequisite: PO 211

PO 324 State and Local Government
This course is designed to provide students with a basic understanding of how political decisions are made by the state and local governments, in practice as well as in theory. State and local government in Massachusetts will be given particular attention. Students will gain a more thorough understanding of some of the basic elements, structures, principles, and processes associated with state and local political governments and be better prepared to be a participant or employee in state and local politics and institutions.

PO 325 Genocide, Ethnic Conflict, and Nationalism
This course explores different cultures and political institutions by focusing on the problem of ethnic conflict in a variety of countries and historical periods but mainly in Africa, the Middle East, and Central Asia. We will examine why and how ethnic and cultural factors lead to conflict, other explanations for conflict, and what institutions like governments, international organizations, and nongovernmental organizations can do to resolve conflict. Prerequisite: PO 211

PO 326 Criminal Justice
This course provides a general introduction to the study of the criminal justice system in the United States. It will examine theories, issues, and cases. Topics that will be covered include the nature and origins of crime, justice and punishment, police work and law enforcement, criminal court procedures and processes, sentencing, analysis of the prison and corrections systems in the United States, probation work, juvenile justice, the role of criminogenic variables, and new technologies in police and legal administration. Prerequisite: LG 201

PO 327 Police and Law Enforcement in America
The objective of this course is to present a survey and analysis of policing and law enforcement in America. It will analyze within a theoretical and empirical framework the structure, processes, and mission of state, local, and federal police forces. Topics will include the history of police work, police and community relationships, police culture and behavior, legal dimensions of policing, public policy and policing, moral/ethical dimensions of police work, and policing as a career choice.
PO 328 Introduction to Criminology
Theories of criminology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its dynamics, students will explore and examine the content of both historical and contemporary approaches. Individual/rational, structural, traits, and social process theories will be analyzed. Criminal typology theory ranging from interpersonal violence to cyber-crime in the 21st century will be covered. Issues about crime prevention and treatment will also be explored.

PO 330 Foreign Policy
This course will give students a critical understanding of the process of foreign policy making, with special attention to cross-cultural (particularly North-South) differences. We will study the factors and actions that influence decision making, including leadership, the roles of blocs and alliances, the significance of “new” issues such as environmental concerns, and the influence of culture on foreign policy making. We will explore how foreign policy has changed since the end of the Cold War and what challenges will have to be confronted in the new century. Prerequisite: PO 211

PO 331 Comparative Politics: Colonialism and Political Development
This course explores the process of political development by exploring the following issues: the rise and evolution of the state in the modern era; the development of political culture (e.g., attitudes towards authority, the influence of ideology and religion, and the role of nationalism); the growth of political institutions, including bureaucracies, political parties, and electoral systems; and the transition to democracy. It will expose students to political development in the context of conquest and colonization and will focus on the experiences of developing countries, although the political history of Western Europe and the United States will be used for comparative purposes. Prerequisite: PO 211

PO 332 Introduction to Criminology
Theories of criminology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its dynamics, students will explore and examine the content of both historical and contemporary approaches. Individual/rational, structural, traits, and social process theories will be analyzed. Criminal typology theory ranging from interpersonal violence to cyber-crime in the 21st century will be covered. Issues about crime prevention and treatment will also be explored.

PO 333 International Political Economy
This course is designed to be an introduction to international political economy. It will provide an overview of theories and methodological approaches of international political economy, a historical review of the international political economic system, and an application of the theoretical approaches to specific issues and case studies regarding trade, monetary relations, finance, global development, and social justice. Readings and discussion focus on subjects such as conflict and cooperation; the relationship between the international system and domestic politics; economic growth, development, and equity; and the connections between the study of economics and politics. Particular attention will be paid to how the Great Recession of 2008 has affected states and individuals within the global economy and the political response to the ongoing crisis.

PO 336 International Law
This course features an examination of the principles and rules of law that regulate the conduct of nations in their mutual relations. Such topics as international person, nationality, rights of aliens, diplomatic recognition, treaty law, and law of sea will be included. Prerequisite: PO 211

PO 337 International Organizations
This course is designed to give students a full understanding of international organizations with a particular focus on the United Nations. Students will develop a critical understanding of the history and role of regional and global organizations. Prerequisite: PO 230

PO 345 Politics of Developing Nations
This course deals with the outstanding issues between the Global North and the Global South. The political, technological, economic, and demographic differences between the Global North and the Global South constitute the key categories of North-South Issues. The course will examine these issues in depth and explore possible avenues for resolving the North-South conflicts with peace and justice via reasoned approximation and accommodation rather than resorting to arms. Prerequisite: PO 230

PO 351 War, Conflict, & International Security
This course surveys the fundamentals of war and concepts of security and conflict, focusing on developments since the end of the Cold War. The study of international security involves more than states and military conflict; it includes an analysis of the underlying political, economic, social, and environmental sources of conflict. Historical, moral, and ethical dimensions of war and security will also be covered. This course will combine a study of the main theories and concepts in international security with an analysis of contemporary security issues such as terrorism, proliferation, failed states, and security communities.

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 penology 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.
PO 403 Seminar: American Politics: Critical Issues
In examining critical issues of American politics, the seminar participants will confront contrasting points of view about democracy and freedom, capitalism and competitiveness, critical foreign policy issues, individual rights vis-à-vis public interest, as well as globalization vis-à-vis distributive economic justice. We continue to face the challenge of thinking straight, clarifying our values, and articulating with persuasiveness. Honestly confronting these issues is critical to delineating and refining our own normative perspective that informs our morally defensible political action. The seminar builds on the American politics electives and serves as a capstone course for the American politics field. Prerequisites: PO 210 and at least two courses from PO 306, PO 310, PO 311, PO 312, PO 315, or PO 316.

PO 406 Seminar: Justice Studies
This seminar provides a comprehensive examination of the legal framework surrounding decision making in government agencies and other legal institutions. Specifically, the course concentrates on the relationships between the judiciary and other parts of the political order, as well as between federal and state governments. Students explore the intersection of culture, society, law, and public policy making; investigate issues relating to ethics in law and government; race/ethnicity; and gender and the law; and discuss the role of the citizen in the American system. An exploration of what is justice will be a primary focus of the seminar.

LG/PO 409/410C Internship Washington Semester
Each program includes internships with appropriate organizations and agencies and seminars with a variety of government officials. Regis is affiliated with the Washington Semester Program of American University, Washington, D.C. Participating students may choose from five programs: National Government & Politics, Economic Policy, Foreign Policy, Justice, Journalism (open to qualified juniors and seniors).

SO 201 Introduction to Sociology
This course introduces students to the major theories, theorists, concepts, and methods used in the study of society. It considers a variety of topics including culture, socialization, gender, racial, economic, and social class divisions.

SO 205 Social Problems
Sociological perspectives and theories are used to study major social problems confronting the United States and the world today. Among these are problems in race, gender, poverty, work, family, education, crime, health care, the environment, drugs, the media, politics, and others. Possible solutions to these problems are also explored.

SO 213 Cultural Anthropology
This course studies the principles of culture and of social organization through an intensive exploration of other societies and of American society, with special emphasis on gender roles and the status of women in different societies.

SO 260 Peace in the New Millennium
This course will examine non-violent theory and practice from a sociological perspective. Students will be introduced to new paradigms for understanding and resolving conflict on a global, national, and local basis. The course will include both a theoretical focus (by employing sociological methods and criticisms to nonviolent theory) and a practical focus (by training students in techniques of non-violent communication and new approaches to conflict resolution).

SO (RS) 280 Spirituality and Service
This interdisciplinary course will be co-taught by a professor from religion studies and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in religious and secular settings that engage in direct service and advocacy. This course will engage students in applying sociological and theological concepts and theories to their experiences performing service work in a variety of settings.

SO 303A Oppression, Prejudice, and Discrimination
This course will study groups that are oppressed, discriminated against, and stereotyped because other groups exploit them economically and politically and because of cultural and behavioral differences. Students will study the social, political, historical, economic, and cultural experiences of oppressed groups (“minorities”) and compare these traditional “minorities” to women, older people, people with disabilities, and others.

SO 324 Juvenile Delinquency
This course examines definitions, conditions, causes, explanations, and history of delinquency and the institutions that deal with it. It also explores the social, political, and economic conditions that shape children’s and adolescents’ lives and actions and how we respond to these actions.

SO 335 Technology, Environment, and Society
This course explores the social, moral, political, and cultural aspects of technological developments. Students will examine how
technology and environmental issues impact social relationships and social institutions.

SO 354 Women in Society
This course examines some of the cultural and social definitions and interpretations of women and women’s experiences. Taught from a woman’s perspective, emphasis is on social institutions (economy, education, work, health, media, and family) that maintain inequality according to race, gender, social class, sexual preference, and the importance of meaningful social change.

SO 355 Sociology of Health and Illness
This course explores the role of culture in the experience of illness and the development of contemporary forms of health care, both clinical and alternative forms. The course explores challenging and provocative literature and research in the growing field of sociology of health that point to the critical role of culture in causation, experience, treatment, and healing of contemporary forms of illness and disability.

SO 367 Gender Roles
This course explores changing roles for both men and women in contemporary society. It examines how culture both influences and reflects newly-emerging definitions of masculinity and femininity.

THEATRE AND DANCE

TH 201 Oral Interpretation
This course offers training in awareness and responsiveness of body and voice, quickening of insight, and exercise of spontaneity through oral reading of selected materials from current and classic works. Release through movement is emphasized. Studio work.

DA 201 Introduction to Dance
This course introduces students to the physical and theoretical foundation upon which all expressive dance forms are based. Students develop an understanding of the body as an expressive instrument and of dance as a performing art. Through the study of basic dance technique, students develop strength, flexibility, body placement, control, and sense of line.

TH 203 Introduction to Theatre
This course introduces students to all phases of theatre: history, dramatic literature and theory, production, and management. This non-lecture course will actively involve students in learning by attending theatre performances in the Greater Boston area and watch play productions in class.

DA 204 Movement/Physical Theatre
This course is designed to examine both the process and product of physical craft in theatre. Each class is supported by a variety of music pieces: from contemporary pop and rap to World Music. Classes begin with a warm-up designed to increase strength, flexibility, and coordination. This is followed by ensemble and individual movement work focusing on the development of theatrical expression through character and story. In this playful course no dance or movement experience is necessary.

TH 206 Women in Theatre
This course offers exploration into the range of themes and impact of contemporary plays and dramatic criticism written by women and analysis of images of women depicted in plays from ancient Greece to the present. Accomplishments of women directors and designers are also considered in this course. Research and performance projects will be required.

TH 207 Acting
Designed for beginning actors and for those who want to refresh their skills, this course offers students the fundamentals of acting, from training in basic stage behavior to character and script analysis. Students will work on monologues and two-actor scenes. They will also attend theatre performances in the greater Boston area to observe actors at work.

TH 208 Musical Theatre
This course will examine Musical Theatre in its social, historical, and creative contexts and introduce students to practical skills in dance, acting, and singing styles appropriate to this theatre form. Coursework culminates in student presentations of excerpts from selected musicals.

TH 216 World Theatre in its Context
This course includes a survey of dramatic literature and theatrical practice from its origins to the present. Particular attention is paid to Asian, African, Caribbean, European, and Latin American traditions. Students will examine theatre as an art form, an institution, and a social force. The course will give students the tools to begin their own research into specific theatrical periods, artists, and styles in world theatre. The class will culminate in research and performance projects.

TH 311 (HI 311) Oral History and Performance
Students will engage in the process of creating a documentary theatre script. The focus will be on combining oral histories with research on a specified historical event and theatrical period. Students will learn methods and gain practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.
DA 319 Styles of Dance in World Cultures
This course offers students a study of dance styles including those from African, Asian, European, Caribbean, and Native American traditions. Students will engage in creative projects in discovery and exploration of movement and imagery. The focus will be on incorporating styles of dance into choreography for the modern stage.

DA 320 Choreography
This course will introduce basic concepts of choreography through movement exploration and creative problem solving exercises. Students will investigate the methods of dance creation through the study of modern choreographers and choreographic techniques and theories. The course will culminate in a formal production of student-created pieces.

TH (EN) 304 Study Abroad: Topics in Literature and Theatre
Students will travel to a selected location such as London, Dublin, or Greece for intensive study of the literature and drama of that culture. The course will include guided tours of theatrical and literary sites and an in-depth study of a variety of literary works and plays in performance, as well as attendance at theatre performances and lectures and completion of assigned papers.

TH 325 Drama as a Learning Medium
This course examines the use of drama as an effective tool for learning. History and scope of the international Drama-in-Education movement. Topics will include: assessment of learning needs, drama methods and techniques, practical applications for the classroom and professional settings, creation and implementation of interactive drama structures, and evaluation.

TH 327 Museum Theatre
Focusing on the development of museum theatre in the United States and abroad, this course explores how drama and theatre are employed in science museums, historical sites, art museums, aquariums, and children’s museums. The course includes field trips to several local museums that have established museum theatre programs. Students will analyze existing programs and develop a drama/theatre project based on an exhibit at a selected museum. (Field trip fees apply.)

TH 320 Special Topics in Theatre and Dance
Through in-depth examination of selected topics in theatre and related disciplines, students will gain a deeper understanding of the theory, history, and practice of the evolving role that theatre, dance, and film play in our society.

WORLD LANGUAGES

SPANISH

SP 100A Spanish for Health Professionals
Beginner
This is an oral survival course for students who have never taken Spanish or have had very little experience with the language (no more than one or two years of high school Spanish). Emphasis is placed on speaking ability and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Issues of cultural sensitivity are discussed.

SP 100B Spanish for Health Professionals
Intermediate
This is an oral survival course for students who have a basic background in Spanish or have had two to four years of high school Spanish. Emphasis is placed on speaking ability and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Issues of cultural sensitivity are discussed.

SP 101 Introduction to Spanish Language and Culture I
This course is an introduction to the study of the Spanish language and culture with attention to developing an ability to communicate in various social, cultural, and work-related settings. Attention will be paid to the rich history of the areas of the world where Spanish is spoken. The course emphasizes student interaction at the introductory level through class activities centered on Hispanic culture and history. No prior knowledge of Spanish is required.

SP 102 Introduction to Spanish Language and Culture II
This is a continuation of SP 101 or the equivalent. An introduction to the study of the Spanish language and culture with attention to developing an ability to communicate in various social, cultural, and work-related settings. Attention will be paid to the rich history of the areas of the world where Spanish is spoken. The course emphasizes student interaction at the introductory level through class activities centered on Hispanic culture and history. Prerequisite: SP 101 or equivalent

SP 201 Intermediate Spanish Language and Culture I
This course continues to develop the ability to communicate in various social, cultural, and work-related settings. Additionally students develop the necessary skills to read, write, and speak about literature, culture, and current events from the Spanish-speaking world. The course emphasizes
student interaction at the intermediate level through class activities centered on Hispanic culture, history, and literature. Prerequisites: SP 101, SP 102, or two or more years of high school Spanish or equivalent

SP 202 Intermediate Spanish Language and Culture II
This course is the continuation of SP 201 (Intermediate Spanish Language and Culture). Student will continue to develop the ability to communicate in various social, cultural, and work-related settings. Additionally students will continue to develop the necessary skills to read, write, and speak about literature, culture, and current events from the Spanish-speaking world. The course emphasizes student interaction at the intermediate level through class activities centered on Hispanic culture, history and literature. Prerequisites: SP 201 or two years of high school Spanish

SP 203 Introduction to Literature in Spanish
This course features a study of selected texts representative of the various genres. Development of appreciation of literary values. Practice in the oral and written use of the language. Brief review of grammar. Prerequisite: SP 202 or equivalent

SP 205 Hispanic Culture
This course exposes the student to various aspects of culture in the Spanish-speaking world, as reflected in art, music, history, customs, and literature. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages, and Cultural Heritage and is taught in English. Students in the concentration and Spanish minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish Credit: SP 203 or equivalent. For other students there is no prerequisite.

SP 206 Hispanic Culture XX-XXI Centuries
In this course students learn about the history of the art, literature, music and customs of the Spanish-speaking world (Spain, Latin America and the United States) with a focus on the XX and XXI centuries. The course begins with an overview of the XIX century independence movements in Latin America and their impact on Spain and ends with a study of the contributions by Latinos in the United States. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages, and Cultural Heritage and is taught in English. Students in the concentration and Spanish minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish Credit: SP 203 or equivalent. For other students there is no prerequisite.

SP 250 Pilgrimage from Le Puy to Santiago de Compostela
In this course, students will learn about pilgrimage, in particular about the Camino de Santiago, a pilgrimage route over which people have traveled for over one thousand years and which is currently experiencing a rise in popularity. Students will find out about Spanish and French history and about the different kinds of literature that the Camino has inspired (fiction, including legends, and autobiography). Students will learn about Le Puy and its connection with Regis in addition to its importance for the Camino in France. This course will be taught in English but those majoring in History, World Languages, and Cultural Heritage (Hispanic Studies Concentration) need to complete the majority of written work (essays, journals and exams) in Spanish. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit, for a total of four credits. Prerequisite: SP 202 or equivalent for History, World Languages, and Cultural Heritage majors (Hispanic Studies Concentration). For other students there is no prerequisite.

SP 301, 302 Reading Seminar
A detailed study of the evolution of literature in Spanish from the Middle Ages through the seventeenth century. Intensive study of the life and works of the outstanding authors of each period. Second semester (SP 302): Focus on Don Quijote. Prerequisites: SP 305, SP 306, or equivalent

SP 305 Advanced Spanish Grammar and Composition
An advanced course designed to develop clarity of expression in the written language. Intensive review of grammar. Extensive writing assignments. Prerequisite: SP 202 or equivalent

SP 306 Advanced Conversation
This intensive course is designed to develop fluency with emphasis on vocabulary for business, medicine, travel, and food. Prerequisite: SP 305 or equivalent

SP 307 Theatre: From the Golden Age to the Present
This course offers an examination of theater including: Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others. Prerequisites: SP 305, SP 306, or equivalent

SP 308 Spanish Writers of the Nineteenth Century
This course introduces students to the most famous literature from nineteenth-century Spain
and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. Students should plan to read stories by the satirist Larra, love poetry by the romantic Bécquer, novels by the superb writer Galdós, a Don Juan play by the dramatist Zorrilla, stories by the woman writer Pardo Bazán, and other writings from that century. The readings will be discussed and analyzed along with multimedia presentations relevant to the course. Prerequisites: SP 305, SP 306 or equivalent

SP 311 Latin American Literature
This course studies the development of literary trends in Latin America from Pre-Columbian times to the end of the nineteenth century. The texts read and discussed represent the political, social, and cultural developments in Latin America that characterized and defined the countries and the people that comprise the territory. The course ends with the study of the Romantic novel María by Colombian writer Jorge Isaacs. Prerequisites: SP 305, SP 306 or equivalent

SP 312 Latin American Literature
This course studies the development of literary trends in Latin America from the Modernist period through today. The texts read and discussed represent the political, social, and cultural developments in Latin America that characterized and defined the countries and the people that comprise the territory. The course ends with the study of one of the novels by Colombian writer Gabriel García Márquez. Prerequisites: SP 305, SP 306 or equivalent

SP 314 Spanish Cinema
This course features an examination of the work of Luis Buñuel, considered the father of modern cinema. This distance-learning (online) course in English examines the films as literature. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages, and Cultural Heritage. Students in the concentration and Spanish minors will be required to do the written assignments in Spanish. Prerequisite for Spanish credit: SP 305 or equivalent. For other students there is no prerequisite.

SP 318 Spanish Literature from the Twentieth Century to the Present
In this course, we will examine recent Spanish literature in its various genres (novel, short story, poetry, and drama) from the twentieth century to the present. Famous writers such as Lorca, Guillén, Salinas, Mateu, Delibes, Machado, Alberto, Unamuno, Goytisolo, Cela, Fuertes, Martín Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined. Prerequisites: SP 305, SP 306 or equivalent

SP 320 Environmental Literature in Spanish
In this course students will learn to view literature in a new way. The Ecocritical approach, born out of our current environmental crisis, focuses on the environment, especially on the depiction of nature and animals. It has been said that the problems we are facing now have been caused by man’s ego- (not eco-) centered view of the environment. This anthropomorphic view of our planet comes from a Medieval world-view where Nature was thought to have been created for the use of humans. This helps to explain the exploitation of the natural world, especially by the Conquistadores in Latin America. In this course we will see how literature in Spain, Central America, and Latin America that has been written throughout the centuries, reflects the sources and consequences of this view. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages and Cultural Heritage. Prerequisites: SP 305, SP 306 or equivalent

SP 325 (EN 325) Latino/a Writers in the United States
The study of literary and cultural contributions by Latino/Latina writers in the United States. The course presents students with literary examples from the major immigrant groups that comprise Latin communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, and Dominicans. The course is taught in English. Students taking this course for Spanish credit are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 305, SP 306, or equivalent

SP 401 Senior Coordinating Seminar
This course focuses on the development of the fantastic genre in Latin American short fiction. Readings include the works of precursors of the genre in the twentieth century such as María Luisa Bombal, Felisberto Hernández, and Horacio Quiroga; masters of the fantastic such as Jorge Luis Borges and Julio Cortázar; and, as examples of varied modes of the fantastic, the works of such writers as Carlos Fuentes, Alejo Carpentier, Juan Rufó, and Gabriel García Márquez. Prerequisites: SP 305, SP 306 or equivalent

SP 402 Senior Coordinating Seminar
This course focuses on women writers from Latin America. Students engage in research of a specific topic of study, which becomes the focus of analysis of poetry, short stories, novels, and/or essays by women writers. Students are exposed to the latest theoretical trends in literary criticism. Prerequisites: SP 305, SP 306, or equivalent

SP 409, SP 410 Individualized Study
ID 320 Theory and Methods of Foreign Language Teaching
For course description see Interdisciplinary Course listing.

ITALIAN

IT 101 Introduction to Italian Language and Culture I
Italy has been very successful at branding itself as a source of authentic traditions and style. Students will study the Italian language, history, and culture through a celebration of Italian cultural icons and ways of life. Students will develop basic language skills in listening, speaking, and reading. The course emphasizes student interaction through class activities centered on Italian food and art, fashion, and movies. No prior knowledge of Italian is required.

IT 102 Introduction to Italian Language and Culture II
This is a continuation of IT 101 or an equivalent course. It is an introduction to the study of the Italian language and culture, with special attention paid to its traditions and innovations, to its creativity and technology, and to its place in a global world. Students will develop improved language skills in listening, speaking, and reading. The course emphasizes student interaction through class activities centered on Italian food, art, history, and politics. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit, for a total of four credits. Prerequisites: IT 101 or equivalent

IT 205 Contemporary Italy through Film
The aim of this course is to gain an understanding of contemporary Italian society and culture by viewing, reflecting on, and discussing Italian films of the last six decades. The class will analyze several films to learn about key events that have shaped the national identity of contemporary Italy. This course is a requirement for the concentration in Mediterranean Studies for the major in History, World Languages, and Cultural Heritage and is taught in English. Prerequisites: At least sophomore status

PORTUGUESE

PG 100 Portuguese for Health Professionals
Students will develop a basic communicative competence in Portuguese through a series of lessons designed specifically for today’s health professional. This is an oral survival course for beginners, and the emphasis is placed on speaking ability. No prior knowledge of Portuguese is required. Issues of cultural sensitivity are discussed.

INTERDISCIPLINARY COURSES

COURSE DESCRIPTIONS

ID 110 Exploring the Humanities *
This course is centered on the key inquiry: “How do the humanities help us understand the world and our role in it?” Selected readings will introduce students to some of the most influential works in the humanities and will allow them to explore the broad range of the humanities as reflected through the written word, visual culture, oral culture, and performance. In addition, this course will include various critiques of the humanities and opportunities to explore new directions in the humanities.

ID 208 Integrating the Elementary Curriculum
Principles of curriculum and instruction are discussed and applied from an interdisciplinary viewpoint. The design of units is used as synthesizing agent. Emphasis is placed on the teacher as creative inquirer and the classroom as a community of learners.

ID 212 Strategies for Academic Success
This course is designed to prepare students not only to experience increased academic success but also to acquire the knowledge and skills that would prepare them to serve as mentors and tutors for other students in the Academic Center.
for Excellence (ACE). The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level.

ID 214 Environmental Studies: People, Planet, and 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.

ID 219A: Co-curricular Learning: Reading and Translation
This is a 1-credit course designed for students to demonstrate reading proficiency in a world language which is appropriate to their major and/or concentration (the level of required proficiency will also be determined by the major and/or concentration). The course will introduce students to various styles of writing in the particular language, helpful tools and technologies, and strategies for successful reading and translation. At the end of the semester each student will be required to translate a work from a world language (other than Modern Standard English) into Modern Standard English. Successful completion of this will be used to document the student’s reading proficiency in a second language.

ID 219B: Co-curricular Learning: Food and Culture
This is a 1-credit course designed for students to engage dialogs connecting perceptions of identity (personal and collective) and food—from production and preparation to consumption. Using an interdisciplinary lens, students will explore a central question concerning people, food, and “authenticity.”

ID 220 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.

ID 222 Exploring the Human Spirit
This course will first explore the search for truth and wisdom through the many ways of knowing (reason, myth, symbol, and metaphor) and the implications of each. The bases for belief and unbelief will be studied. How the holy is experienced through sacred writings, community, and ritual will constitute the latter focus of the course.

ID 224A Natural Sciences: The Physical Sciences Perspective/Lab
This course is designed to develop in the liberal arts student awareness and appreciation of events in science. The course presents the scientific methods and the fundamental concepts in science as ongoing processes. Through lectures and laboratory exercises, students will develop an understanding of concepts that will enable them to make informed choices about science-related issues of social concern.

ID 224B Natural Sciences: Biological Perspectives/Lab
The main themes of biology will be investigated in this course. Students will study biological molecules, functions of the cell, genetics, evolution, systematics, and topics in plant and animal biology. These topics will be related to current events including genetic testing, cancer, and emerging infectious diseases. A laboratory component will strengthen the students’ understanding of these biological principles.

ID 228 The Challenge of Wellness: Multidisciplinary Perspectives
The primary focus of this course will be to demonstrate how theories from psychology and sociology/social work have enhanced our understanding of health and illness and our capacity to alleviate human suffering. The course will emphasize the special interests and concerns of women and will examine the paradigm shift toward a more holistic model of healthcare that encompasses the interrelationships among biological, psychological, and social dimensions.

ID 230 The Interdependence of Healthcare Professions in the U.S.
This course examines the foundations of the present day healthcare system in the United States and the roles of the different healthcare professions within it. The collaborative aspects of the healthcare professions along with trends and opportunities in the field will be addressed. Topics important to healthcare will be considered, including ethics, culture, professionalism, communication, and health disparities.
ID 234 Digital Scholarship *
This course will focus on the process of learning, and then applying, the various methodologies of digital scholarship, with an emphasis on the humanities/social sciences. The course readings, workshops, and discussions will be aimed at exposing students to the (sometime competing) philosophies and the (quickly evolving) practices of this emerging field. Beyond course readings on designing, interpreting, and understanding digital media, we will also critically engage with and use a range of digital tools and resources. In the spirit of “crowd sourcing” and the public-spirited nature of digital scholarship, students will take on the responsibility of teaching each other about digital tools over the course of the semester. Students will also be required to propose, design, and implement a project using the methods and theories of digital scholarship.

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 and MA 100 or above. 4-credit lab course.

ID 238 Myth, Folklore, and Oral Tradition
This course will introduce students to a variety of genres, concepts, and theories associated with myth, folklore, and oral traditions. It will discuss works from a variety of cultures and will focus on themes and symbols that are common cross-culturally as well as those which diverge from the more universal narratives. Students will consider the value of these “tales” as a means for remembering and understanding collective worldviews. Ethnopoetics and the nature of creativity and artistic expression will also be explored as these relate to the construction of personal and group identities. Recommended to be taken in the sophomore year.

ID 240 Popular Culture & American Society
This course is designed to introduce students to a variety of critical and theoretical approaches used in the study of popular culture and the history of the development of popular culture in the United States from the middle of the nineteenth century to the present. Pertinent examples of popular culture will be screened in class as appropriate. The historical contexts for various popular culture forms will be as important as the analysis of the forms themselves. The overall objective is to explore how popular culture both reflects and shapes American society.

ID 304 Exploring Ethics
This course features a study of the philosophical and religious principles persons use in approaching ethical problems, with particular attention to the Christian ethical tradition. The focus of the course will be on the ethical challenges of the contemporary world, including those in the student’s field of concentration. Stress will be placed on skill development in ethical reflection and analysis.

ID 308 (RS 308) The Medieval Vision
This course offers students an interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundation. Added insights from a variety of disciplines supplement in and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

ID 309 Methods of Social Research
This course is designed to provide students with an understanding of the theories and methods of social research in the context of the social sciences. Conceptualization, research design, empirical tools, analysis, and interpretation are emphasized. This course introduces students to both qualitative and quantitative methods of social research by providing “hands-on” experiential learning through survey design and implementation, interviews, field research, and content analysis.

ID 320 Theory and Methods of Foreign Language Teaching
This course is designed to prepare future teachers of foreign languages in the elementary, middle, or secondary schools. It combines pedagogical theory with practice in creating lesson plans and methods of evaluation. Emphasis is on developing communicative teaching technique aimed at developing proficiency. The latest trends in teaching as well as the standards and the 5Cs will be reviewed. Student participation in class discussions and in demonstrations is essential.

ID 327 Managing Projects
This course offers an introduction to the principles and concepts of project management. It looks at how projects are uniquely suited to support an organization’s strategy in a fast-paced business environment. The course addresses all aspects of the project life cycle including project initiation, planning, team organization, monitoring and control, risk management, and execution. Emphasis will be placed on how to identify and
meet schedules, costs, and constraints while focusing on customer needs. Prerequisite: junior or senior standing. Open to all majors.

ID 330 Contributing to the Common Good Contributing to the common good is designed to explore factors influencing one’s choice to serve the common good, including: the range of opportunities available and the gifts, sacrifices and tradeoffs involved in choosing to devote oneself to the common good. This interdisciplinary seminar draws on psychology, sociology, political science, history, cultural studies, philosophy, and religious studies, so that students develop a comprehensive understanding of personal, local, national, and global considerations involved in serving the common good.

ID 413 Internship Interdisciplinary Seminar This seminar course will combine the traditional classroom setting with the practical workplace experience of an internship. Students enrolled in this course will be actively engaged interns at local political, legal, or social service organizations and agencies while reading academic literature about the sector within which they are working. The practicum combines hands-on field experience with regular discussions about student work experiences, as well as scholarly readings and assignments appropriate for each student.

**INTERNATIONAL RELATIONS**

See Humanities

**ITALIAN**

See Humanities

**LAW AND GOVERNMENT**

See Humanities

**LIBERAL STUDIES**

See Humanities

**MATHEMATICS**

See Science, Technology, Engineering, & Mathematics (STEM)

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**MEDICAL IMAGING: NUCLEAR MEDICINE**

David Gilmore, Department Chair ● Lauren Shanbrun ● Erin Beloin

Medical Imaging is a unique field that blends together many different disciplines. Having a strong liberal arts background with science is critical for the success in Medical Imaging. There are five programs that students will choose from and each of the concentrations has specific admission requirements. The Diagnostic Medical Sonography and Nuclear Medicine concentrations (listed below) offers a Bachelor of Science degree in Medical Imaging. The department also offers three additional programs for individuals already certified in Medical Imaging. See the Institute of Advancing Studies section for those programs, which are the Breast Imaging, Interventional Radiology, and Degree Completion programs. The department also offers a graduate program — a Master of Science in Molecular Imaging & Therapeutics (See the graduate section.)

**DIAGNOSTIC MEDICAL SONOGRAPHY**

The Diagnostic Medical Sonography (Ultrasound) program is a new program as of the 2015-2016 academic year. Program-specific information can be found on the Regis website. Information was not ready at time of print of the Regis catalog.

**NUCLEAR MEDICINE PROGRAM**

Nuclear Medicine combines chemistry, physics, mathematics, computer technology, and medicine in using radioactivity to diagnose and treat diseases. Nuclear Medicine provides information about both the structure and function of virtually every major organ system. It is this ability to characterize and quantify physiologic function which separates nuclear medicine from other radiology modalities. This program prepares students to be competitive in the job market. Students will perform clinical internships at cutting-edge, major academic medical centers and advanced community-based hospitals in and around the Boston area.

Student Learning Outcomes for Medical Imaging

Students will:

- Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals
- Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images
- Discuss the various pathologies presented in diagnostic medical imaging exams
- Analyze various procedures and therapies for correct use of instrumentation
- Demonstrate ethical decisions in the clinical setting

ADMISSIONS POLICY
To be considered for the Nuclear Medicine program, students must:
- Have at least an overall 2.7 GPA and all of the prerequisite courses completed with at least a grade of C or better
- Have an interview with the Program Director of the Nuclear Medicine program

Other requirements for admission also apply. For a full explanation, contact the Medical Imaging department or see the Handbook for the Nuclear Medicine Technology program.

The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Education Programs in Nuclear Medicine Technology (JRCNMT), 2000 W. Danforth Rd. STE 130, #203 Edmond, OK 73003, Phone 405-285-0546, www.jrcnmt.org.

Prerequisites:
BI 105, BI 106, MA 210, PY 101, CH 101 or CH 105, CH 102. All Nuclear Medicine courses are to be taken sequentially as outlined in the professional curriculum which can be found online www.regiscollege.edu/academics/ug-department.cfm?id=BS_Nuclear_Medicine

Required for the Major & Nuclear Medicine Concentration:
MI 330, MI 408, MI 470, MI 473, MI 477, NM 401, NM 405, NM 410, NM 415, NM 420, NM 451, NM 452, NM 453, NM 460, NM 470, NM 540

COURSE DESCRIPTIONS
MI 305 Interventional Radiology I
Basic concepts of Interventional Radiology (IR) will be discussed including vascular anatomy and pathology, as well as imaging techniques commonly utilized in IR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image-guided vascular procedures are introduced. Vascular surgery correlation with surgical options will be introduced in the course.

MI 306 Interventional Radiology II
Basic concepts of neuro interventional radiology (NIR) will be discussed including neurovascular anatomy and pathology, as well as imaging techniques commonly utilized in NIR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image-guided non-vascular procedures are introduced. Surgical correlation with surgical options will be introduced in the course.

MI 307 Interventional Radiology III
Basic concepts of non-vascular Interventional Radiology (NVIR) will be discussed including non-vascular anatomy and pathology, as well as imaging techniques commonly utilized in NVIR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image-guided non-vascular procedures are introduced. Surgical correlation with surgical options will be introduced in the course.

MI 310 Breast Imaging I
Basic concepts of breast imaging will be discussed including anatomy and pathology, as well as imaging techniques commonly utilized in mammography. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting mammographic procedures are introduced.

MI 311 Breast Imaging II
Basic knowledge of routine breast imaging will be expanded in this course to include knowledge of advanced positioning and additional equipment used in breast imaging. Students will move outside of routine screenings (if not already done) and into diagnostic imaging. An introduction to breast biopsies will be given as well as an overview of 3D breast imaging. Emphasis will be placed on digital imaging as a whole including PACS, DICOM, and how digital images are obtained.

MI 312 Breast Imaging III
In the final semester of the Breast Imaging program students will become familiar with the various requirements of the ACR and the MQSA as well as insurance requirements for both routine screening and diagnostic imaging. Emphasis will be placed on registry review material throughout the semester in order to prepare the student for the ARRT registry exam.

MI 330 Radiation Protection & Biology
This course explores the principles and methods of radiation protection, health physics units, measurement, and dose-limiting regulations for occupationally and non-occupationally exposed individuals; radiation surveys; techniques and decontamination methods; monitoring of radioactive waste; radiation dose measurements, and radionuclide accountability; and special topics, including precautions with brachytherapy patients, with patients receiving therapeutic amounts of radionuclides and in management of accidentally contaminated individuals. This course will also overview the genetic and somatic
effects of ionizing radiation. Mechanisms of interaction from the subcellular level to the organism will be presented. Risk versus benefit of radiation exposure to occupational workers as well as patients will be discussed. The emphasis of the course will be an understanding of the theory of radiobiology and how this translates into radiation protection practices.

MI 350 Clinical MI Internship I
The purpose of this course is to develop students’ clinical skills, under direct supervision, through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 351 Clinical MI Internship II
The purpose of this course is to give students, under direct and indirect supervision, the clinical skills through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 352 Clinical MI Internship III
The purpose of this course is to develop students’ clinical skills, under direct and indirect supervision, through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 408 Radiology Administration
New course under development at time of publication.

MI 470 Cross Sectional Imaging
This course is an introduction to computed tomography (CT). X-ray physics, CT instrumentation, and procedures of CT are also discussed. The focus of the course is cross-sectional anatomy. Prerequisite: BI 105: Anatomy & Physiology I

MI 473 Quality Management in Medical Imaging
The focus of this course is on the practice and methodology of quality management as applied to clinical imaging acquisition. The quality standards of professional associations, institutions and organizations are addressed including the American Medical Association (AMA), American Society of Radiologic Technologist (ASRT), American College of Radiology (ACR), and other relevant professional associations. Certification, licensure, regulatory practices, and quality management methodologies are discussed.

MI 476 Medical Imaging Seminar
This course will introduce students to various topics including the healthcare delivery system, medical informatics, healthcare ethics and law, quality assurance, healthcare management, and reimbursement. Other topics specifically related to the advancement of medical imaging professionals will be discussed such as advanced patient care, radiation protection and safety, various procedures/modalities and their applications.

MI 477 Research Methods in Medical Imaging
An overview of research methodologies will be discussed along with the use of databases to locate research sources and the guidelines for the development of a basic research proposal. Students will develop a researchable question; develop a literature review; and design a research project using either qualitative, quantitative, or mixed methods to explore a medical imaging topic. Prerequisites: MA 210 Statistics

MI 601 Advanced Imaging Techniques
New course under development at time of publication.

MI 605 Preclinical Imaging Research
New course under development at time of publication.

MI 610 Research Regulations & Quality in Imaging
New course under development at time of publication.

MI 630 MIT Seminar Topics I
New course under development at time of publication.

MI 640 MIT Seminar Topics II
New course under development at time of publication.

MI 650 Pathology Across Radiology Modalities
An expanded range of diseases and conditions, which serves as indicators for ordering radiology examinations, will be covered in a variety of imaging modalities. Emphasis will be placed on the etiology, image appearance and prognosis associated with the diseases, conditions and pathologies covered in this course. A minimum of four case studies will be assigned for which the student will perform research, interview ordering physicians and radiologists, and present in class.

MI 680 Imaging Research Field Experience
New course under development at time of publication.

NM 350 Nuclear Medicine Essentials
The course covers a variety of Nuclear Medicine topics as a way to introduce the student to Nuclear Medicine Technology. Topics include
patient care, mathematics and statistics review, and computer applications in nuclear medicine. Clinical observations are required and topics of CPR and medical terminology are introduced.

**NM 401 Nuclear Medicine Procedures and Technology**
The purpose of this course is to give students an understanding of nuclear medicine procedures including the appropriate instrumentation and patient care skills. Procedures include skeletal system, endocrine system, respiratory system, GI system, GU system, cardiac system, CNS, inflammatory and tumor imaging, and PET imaging and therapeutic studies.

**NM 405 Radiation Science and Instrumentation**
The purpose of this course is to give students an understanding of radiation and nuclear medicine physics, including the concepts and physical principles that apply to the atom and interactions of the various atomic particles. Radiation biology, protection, and safety are presented. Qualitative and quantitative effects on the human body following exposure to various amounts of ionizing radiation will be examined. The safe handling of radioactive materials and regulatory aspects of radiation protection are presented as well. Basic radiation detectors, their applications, functions, and limitations are presented. This course also covers the instruments used in nuclear medicine with an overview of the gas filled detectors, scintillation cameras, and the radioactive decay process.

**NM 410 Radiopharmacy and Pharmacology**
Rules and regulations regulating the practice of the radiopharmacy/hot lab are discussed in detail. Radiopharmaceutical preparation, labeling information, methods of localization, record keeping and storage of radioactive materials, quality control, and federal/state regulations are discussed. Generator systems, cyclotrons, and accelerators are covered. Pharmaceuticals used in nuclear medicine as adjunct therapies are covered along with their indications, dosage, and effects.

**NM 415 Nuclear Cardiology**
This course focuses on the cardiac system with emphasis on nuclear imaging, quantification, and functional analysis as well as related information regarding cardiology, such as ECG interpretation, cardiac medications, cardiovascular disease and the ischemic cascade. Pharmacologic stress agents will also be discussed. Prerequisites: NM 401

**NM 420 Molecular Imaging**
This course focuses on molecular imaging, including PET, MRI, and CT. The emphasis is on imaging techniques, instrumentation, physics, biodistribution of molecular agents, and the clinical applications of molecular imaging. Prerequisites: NM 401

**NM 450 Clinical Internship I**
The purpose of this course is to give students, under direct and indirect supervision, the clinical skills through observation and participation in Nuclear Medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Outside rotations occur at a variety of clinical affiliates in order to enhance the student’s learning.

**NM 451 Clinical Internship II**
The purpose of this course is to develop students’ clinical skills, under direct and indirect supervision, through observation and participation in Nuclear Medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student’s learning. Prerequisites: NMI 401, NM 405, NM 450.

**NM 452 & NM 453 Clinical Internship III**
The purpose of this course is to develop students’ clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student’s learning. Prerequisites: NM 451

**NM 460 Nuclear Medicine Critique**
This course features advance discussions in nuclear medicine procedures and the related technology. Case studies will be analyzed and discussed in detail. This course is designed to bridge the gap between the introductory discussed. Prerequisites: NM 401

**NM 470 Nuclear Medicine Seminar**
This course is a review of the fundamentals of nuclear medicine including patient care, radiation protection and safety, procedures and their applications, QC, and radiopharmaceuticals. A variety of mock boards and a comprehensive review will take place. This course will introduce students to various topics, including the healthcare delivery system, medical informatics, healthcare ethics and law, quality assurance, and reimbursement. Prerequisites: NM 400

**DMS Courses**
New courses are under development at time of publication.

**MUSEUM STUDIES**
See Humanities
MUSIC
See Humanities

NURSING
Penelope Glynn, PhD, RN, Dean, School of Nursing & Health Sciences
Diane Welsh, Associate Dean, Nursing
Cynthia Bashaw
Sylvia Allison Bernard
Sally Cadman
Jessica Carlin
Susan Carroccino
Michelle Cook
Karen Crowley
Joanne Dalton
Daniel David
Nancy Del Giudice
Sheryl Kelleher
Lisa Fardy
Anne Fryer
Eda George
Laurel Gourville
Deborah Henderson
Valerie Hunt
Angela Kulesza
Elizabeth Landers
Kellie LaPierre
Carol Martin
Margherite Matteis
Patricia McCauley
Tamara Melville
Cherlie Normilus
Margaret Oot-Hays
Susan Sawyer
Mary Beth Scanlon
Rebecca Schroeder
Denise Soccio
Nancy Street
Kristen Waldeck
Clinical Resource and Simulation Center staff:
Jennifer Litchfield, Jan Tuxbury

The associate and baccalaureate nursing programs prepare individuals for professional practice as registered nurses. The programs integrate study in the liberal arts and sciences with professional nursing education and lead to the associate or the baccalaureate of science degree in nursing. Students have diverse clinical experiences within the greater Boston area. The associate degree program prepares the beginning nurse to provide care for clients in such diverse structures as primary, secondary, and tertiary care settings. The baccalaureate degree programs prepare beginning professional nurses to provide care to clients in a wide variety of health care settings. The nursing programs are approved by the Massachusetts Board of Registration in Nursing and are accredited by the Accreditation Commission for Education in Nursing (ACEN).

ASSOCIATE OF SCIENCE IN NURSING (AS)

MAJOR
In collaboration with Lawrence Memorial Hospital, Regis awards an Associate of Science with a major in Nursing. For more information about this program, see the Lawrence Memorial/Regis College Nursing Program website, www.lmregis.org. Admission information for the Associate Degree Program can be found on this website. All graduates of the LM/RC Nursing program have the opportunity to attend the Bachelor’s Completion program in Nursing. Additional information regarding this program can be found in the Graduate Programs’ section.

Student Learning Outcomes for LM/RC Nursing Program

Students will:

- Operationalize knowledge from the natural and behavioral sciences and the humanities when implementing the nursing process to promote wellness, human flourishing and adaptation through the use of safe, culturally-sensitive, therapeutic nursing interventions for individuals and families
- Integrate a spirit of inquiry and innovative thinking in pursuit of continued learning and the development of a caring, professional identity
- Facilitate therapeutic communication with individuals, families, and the interprofessional team in the pursuit of optimal wellness and adaptation
- Provide individualized health education using teaching-learning principles in the care of individuals and families
- Promote the rights of individuals and families according to ethical, legal, regulatory and professional standards of nursing practice
- Demonstrate leadership and management skills in collaboration with the interprofessional team to improve patient outcomes
- Integrate selected nursing theory, related theories, and research in the development of clinical reasoning and nursing judgment for optimal patient-centered care
- Integrate knowledge, including current research gained through the use of informatics and selected technology, into the development of an evidence-based approach to nursing practice
- Participate in the change process to improve systems-based practice in the provision of safe, quality nursing care.

ASSOCIATE OF SCIENCE WITH A MAJOR IN NURSING/DEGREE REQUIREMENTS

Two-Year Day Division

Year 1 credits

Semester I—15 weeks
BI 105 Anatomy & Physiology I/Lab .......... 4
BI 108 General Microbiology/Lab ............ 4
*EN 105 Writing Seminar......................... 3
NU 101 Foundations of Nursing Practice.................................................................9

Semester II—15 weeks
BI 106 Anatomy & Physiology II/Lab .......... 4
PS 233 Introduction to
NU 101 Foundations of Nursing Practice
The focus of the first nursing course is health promotion, restoration and maintenance. The health promotion and maintenance focus addresses basic need satisfaction (e.g., safety, oxygenation, hygiene, food and fluid, rest, activity, and elimination.) The health restoration focus addresses the nursing actions precipitated by selected adult patients experiencing pain, inflammation, infection, surgery, alterations in oxygenation, and mobility status. Communication, basic research skills, informatics and technology, a philosophy of caring, and ethical/legal standards of practice are presented as essential to professional role development.

The course introduces the student to the major categories of patient needs: safe, effective care environment, health promotion and maintenance, psychosocial integrity and physiological integrity. The concepts of adaptation, nursing process, communication, clinical reasoning and evidence-based practice are included in the design, along with the Nurse of the Future Concepts, Skills and ACEN Core Values.

The concurrent clinical component of the course provides the students the opportunity to participate in collaboration with the interprofessional team, appreciate the micro/macro system of the care environment and to begin to contribute to quality improvement.

Evaluation of course/outcome achievement by the student and faculty provides mutual feedback. The process of self-evaluation promotes self-understanding and professional development.

NU 102 Adult Nursing Practice
The second nursing course emphasizes the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. The focus is on patient-centered nursing care to restore, promote, or maintain the health of patients after surgery and with disorders of cell function, perfusion, endocrine neurologic, immune, gastrointestinal and sensory functions, acid-base balance, and sexuality.

Professional role, clinical reasoning and judgment, and ethical-legal issues are explored.
and developed. A philosophy of caring is fostered through the use of nursing process and through the application of safe, holistic, and culturally-competent therapeutic nursing interventions. Communication skills and information technology are used to promote human flourishing. The nurse’s role within the interprofessional team is considered through application of beginning leadership and management principles. Evidence-based nursing practice is promoted as a method for quality improvement of patient-centered nursing care.

Concurrent clinical experiences with adult individuals are provided to allow students to correlate contextual learning in the classroom with skills and demonstrate expected levels of achievement (ELA) in clinical practice. Simulated clinical learning experiences in the Nursing Arts Lab introduce the student to new nursing skills prior to their application in clinical practice. Further development of professional identity is emphasized through self and faculty evaluations of the student’s clinical progress.

NU 201 Family-Focused Nursing Practice
The third nursing course focuses on the knowledge, skills, attitudes/values, and abilities required to provide safe, quality, patient-centered care to women, children, and their families in order for them to flourish. The “Nurse of the Future Competencies” are integrated into theoretical concepts and clinical practice. Communication and critical reasoning skills are utilized in applying the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for childbearing and childrearing families. Strategies to optimize health are presented and discussed in relation to childbearing and childrearing including; high-risk pregnancy, high-risk parenting, and common health problems of women and children. Research concepts and historical and current perspectives are addressed in this specialty.

A philosophy of caring is emphasized in order to provide support to individuals striving to adapt to change in family structure and function and/or the effects of illness. Leadership and management principles are reinforced through clinical practice and clinical conferences. Collaboration with patients, families, and the interprofessional health care team is promoted in order to provide quality nursing care. Ethical and legal concerns and the exploration of cultural influences on family-centered care are analyzed in this course.

Concurrent acute care and community clinical experiences are utilized to introduce the student to diverse professional nursing roles and the modeling of an evidence-based approach to nursing practice in the provision of care to childbearing and childrearing families. These clinical experiences provide numerous opportunities to employ teaching-learning principles and further develop specialized skills and learning outcomes in assisting these populations. Clinical conferences are held to reinforce learning and to assist students to correlate theory concepts into clinical practice. Simulated clinical learning experiences in the Nursing Arts Lab provide opportunities to develop and practice skills that are utilized in the clinical area.

Evaluation of the course/clinical student learning outcomes and student/faculty conferences provides feedback on student progress to promote professional development.

NU 202 Comprehensive Nursing Practice
The last nursing course focuses on the knowledge, skills, attitudes/values, and abilities required to provide safe, quality, patient-centered care to adult individuals with complex stressors, assisting those individuals and families to flourish and adapt.

Concepts presented in this course focus on the physiological and psychological needs of individuals and families experiencing complex alterations in oxygenation, fluid balance, tissue perfusion, cardiac output, elimination, shock and multiple organ failure. Emergency management and disaster care are also covered. In addition, concepts related to altered thought, mood, relatedness, self-esteem, and self-concept are taught to introduce the student to the needs of individuals and families with mental health needs.

The Nurse of the Future Core Competencies are integrated into the course and promote an evidence-based approach to nursing care of individuals and families. The planning, delivery, and management of safe, comprehensive, individualized, patient-centered, quality care is based on the utilization of established research findings and is guided by ethical, legal, and professional standards of nursing practice.

The professional role is further developed in order to initiate change and foster a safe, effective care environment. Leadership and management skills are practiced within the interprofessional team as students assume responsibility for their own learning and for the care provided to patients and families.

A philosophy of caring permeates the students’ critical thinking, clinical reasoning, and communication skills. Using the nursing process, in collaboration with patients, families, and the interprofessional team, students generate culturally-competent therapeutic nursing interventions to promote adaptation. Concurrent clinical experiences are provided in acute care and community settings to further
develop the skills and competencies necessary for beginning nursing practice.
Nursing Arts Lab simulated clinical learning experiences provide opportunities to develop and practice skills that are required in the clinical area. Clinical conferences are held to reinforce learning and to assist students to correlate theory concepts into clinical practice.

Evaluation of the course/clinical student learning outcomes by the student and faculty and student/faculty conferences provides feedback of student clinical progress to enhance professional development.

* For a more detailed description including prerequisites, see the Lawrence Memorial/Regis College Nursing Program website at www.lmregis.org.

**BACHELOR OF SCIENCE IN NURSING PROGRAM**

The undergraduate nursing program is an integral component of Regis, and the School of Nursing and Health Professions and has been designated twice as a Center of Excellence in Nursing Education by the National League for Nursing. The faculty is committed to excellence in scholarship and service and teaching. In concurrence with the mission of Regis, the nursing faculty accept the responsibility of providing an environment in which the learner can gain a breadth of knowledge in the humanities, natural sciences, and social sciences, as well as an in-depth understanding of one sector of learning. The faculty believes that by fostering professional growth, they encourage the student to become a positive influence on the nursing profession and society.

The Nursing faculty are committed to the education of nurses from the undergraduate through the graduate levels. The faculty believe that multiple levels of nursing practice exist. The Nursing programs at Regis provide the structure for multiple entry and exit points along the continuum of the nursing profession beginning with the associate degree and continuing through the master’s and doctorate degrees. The programs build a solid foundation for future endeavors in professional development and educational mobility.

The Nursing faculty believe the central concepts of the discipline of nursing are person, environment, health, and nursing. These four concepts are viewed generically. The concept of person may refer to individuals, families, groups, communities, organizations, or society as a whole. The person is a unique biopsychosocial, cultural, and spiritual being who continuously interacts with the environment throughout the lifespan. Every person has inherent dignity, worth, and individuality, and a right to comprehensive, compassionate health care. Environment refers to all the conditions, circumstances, and influences surrounding and affecting the development of the person. It refers to all possible internal and external stimuli that may influence behavior and adaptation. It may be considered past, present, and future, but is always seen in the context of the present. Health is a dynamic state of being and becoming integrated and whole in which the individual adapts to changes in the environment. Nursing, as an art and science, is a developing system of knowledge about persons, health, and their environment. Further, nursing is unique in the way it synthesizes the liberal arts and the physical, biological, and social sciences through the use of nursing process in the design and delivery of therapeutic nursing interventions for individuals, families, groups, the community, and society.

The concepts of adaptation, nursing process, and professional role explain the relationships and interactions between and among person, environment, health, and nursing. Adaptation is a dynamic process by which the person responds to stimuli in the environment while maintaining personal integrity.

The adaptive potential of the person involves flexible adaptation, stability, growth, and change. Nursing promotes adaptation through the systematic, deliberate, intellectual application of the nursing process. Professional role encompasses caring, teaching, advocacy, leadership, management, and research. Therapeutic nursing intervention, critical thinking, and communication are instruments used to promote adaptation, implement nursing process, and develop professional role. They also provide a framework for program outcome assessment.

Nursing education provides the opportunity for the student to learn the art of caring based on a scientific body of knowledge that gives direction to nursing practice. Through the curriculum, the student learns to value a holistic approach to the individual, recognizing the person’s capacity to participate in decision making and to make informed choices.

Through a sequence of planned theoretical and clinical experiences, including student self-evaluation and faculty feedback, the student is prepared to assume the role of a professional nurse.

Learning is a continuous, lifelong process that guides the learner in the acquisition of knowledge and the development of values and beliefs about people and their needs in an ever-changing society. Learning is the active process of acquiring knowledge, skills, values, attitudes,
and abilities that result in behavioral change. The student learns best in an environment that fosters open communication and mutual respect. Such an environment motivates and encourages participation in the educational process. The climate of an academic setting offers opportunities to become more reflective, compassionate, caring, and socially responsible.

ADMISSION POLICIES
A designated, pre-established number of qualified students will be admitted into the Regis Nursing program each year. Because of this designated number, no student is guaranteed admission into the Nursing program even if s/he meets the basic requirements for Nursing program admission, unless a first-year student has been admitted as a Direct Acceptance candidate. Admission to Regis in the fall of 2014 does enable the student to compete for entry into the Regis Nursing program at the conclusion of the first term of the second Regis year. For students admitted fall of 2015, admission to the nursing program will be determined at the end of the Freshman year. The admission decision will be based, primarily, on the student’s grade point average to date, with particular attention to the quality of performance in ID 230, Interdependence of Health Professions in the U.S.; NU 205, Essentials of Nutrition along the Health Continuum; and in prerequisite Regis science and mathematics courses.

To be considered for the nursing major, students must:
1. Have at least a B (3.0) cumulative grade point average.
2. Have a grade of at least a B- (2.7) or higher in each of the following prerequisite courses: the following sciences: BI 105 Anatomy & Physiology I; BI 106 Anatomy & Physiology II; BI 108 Microbiology; BI 212 Pathophysiology; CH 105 Intro to Chemistry, Nursing; and the two non-science courses, ID 230 The Interdependence of Healthcare Professions in the U.S. and NU 205 Nutrition Along the Health Continuum). All other non-nursing prerequisite course grades must be a C (2.0) or higher.
3. Have an interview with the Associate Dean for Undergraduate Nursing or designee. Other requirements for admission also apply. For a full explanation, contact the School of Nursing & Health Sciences or see the Nursing Handbook Addenda.
4. Students should review the 2015-2016 Nursing Handbook Addenda, available September 1, 2015, for current pre-requisite requirements.

* Students admitted to Regis as a Direct Acceptance candidate to the nursing major must adhere to all policies for acceptance into the nursing major in order to retain their placement in the program.

Student Learning Outcomes for the Bachelor of Science Nursing Program
Students will:
- Integrate knowledge of the natural and behavioral sciences and the humanities when implementing the nursing process to achieve culturally-competent therapeutic nursing interventions and promote adaptation of individuals, families, groups, and the community in primary, secondary, and tertiary levels.
- Implement nursing and related theories and research in developing critical thinking skills in nursing practice to achieve therapeutic nursing interventions in structured and unstructured settings.
- Establish effective therapeutic communication skills with individuals, families, groups, the community, and members of the health care team to strive for optimal wellness and adaptation.
- Analyze knowledge gained through an evidenced-based approach to nursing practice to accumulate data to improve and broaden the scope of nursing care.
- Promote the rights of individuals, families, groups, and the community according to legal and ethical standards of the nursing profession.
- Integrate leadership and management skills in meeting health needs and nursing goals in a variety of settings.
- Internalize responsibility for continued learning and professional development.
- Contribute to change in healthcare systems to improve the professional role of nursing and the delivery of quality health care.
- Analyze teaching and learning principles in the care of individuals, families, groups, and the community in structured and unstructured settings.

BACCALAUREATE DEGREE REQUIREMENTS AND COURSE SCHEDULE
CURRICULUM PLAN FOR ENTERING FALL 2014
All nursing courses in the third and fourth year must be taken in sequence as outlined in the curriculum plan.
### Baccalaureate in Nursing for Traditional Undergraduate Students

#### Year 1, Fall
- **Year 1, Fall credits**
  - First-Year Seminar ........................................ 3
  - EN 105 Writing Seminar ................................ 3
  - BI 105 Anatomy and Physiology I ..................... 4
  - SO 201 Introduction to Sociology ..................... 3
  - MA 210 Statistical Methods ............................ 3

  **16 total**

#### Year 1, Spring
- **Year 1, Spring credits**
  - EN 106 Critical Reading, Thinking and Writing...........3
  - SO 201 Introduction to Sociology ..................... 3
  - MA 210 Statistical Methods ............................ 3

  **16 total**

#### Year 2, Fall
- **Year 2, Fall credits**
  - History or Literature..................................... 3
  - ID 230 The Interdependence of Healthcare Professions in the U.S 3
  - ID 304 Ethics ............................................. 3
  - NU 205 Essentials of Nutrition-Health Continuum .... 3
  - Elective .................................................. 3

  **16 total**

#### Year 2, Spring
- **Year 2, Spring credits**
  - BI 108 General Microbiology ............................ 4
  - NU 304 Health Assessment ................................ 3
  - NU 304 Health Assessment ................................ 3

  **15 total**

#### Year 3, Fall
- **Year 3, Fall credits**
  - NU 320 Clinical Pharmacology .......................... 3
  - NU 324 Professional Nursing (Clinical) ................ 8
  - NU 304 Health Assessment ............................... 3

  **14 total**

#### Year 3, Spring
- **Year 3, Spring credits**
  - NU 325 Acute Care Nursing (Clinical) ................. 9
  - NU 333 Psychiatric/Mental Health Nursing (Clinical) 6

  **15 total**

#### Year 4, Fall
- **Year 4, Fall credits**
  - NU 347 Maternal Child Health Nursing (Clinical) .... 8
  - NU 321 Nursing Care of the Aging Adult ............. 3
  - NU 403 Evidenced-Based Practice ...................... 3
  - NU/PBH/HP Elective ....................................... 3

  **17 total**

#### Year 4, Spring
- **Year 4, Spring credits**
  - NU 340 Community Nursing (Clinical) ................. 6
  - NU 345 Complex Nursing (Clinical) ..................... 6
  - NU/HBH Elective .......................................... 3

  **15 total**

**Total Credits: 126**

*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.

### CURRICULUM PLAN FOR ENTERING Fall 2015

#### Year 1, Fall
- **Year 1, Fall credits**
  - First-Year Seminar ........................................ 3
  - BI 105 Anatomy and Physiology I ..................... 4
  - SO 201 Introduction to Sociology ..................... 3
  - NU 304 Health Assessment ................................ 3
  - MA 210 Statistics ......................................... 3

  **16 total**

#### Year 1, Spring
- **Year 1, Spring credits**
  - EN 106 Critical Reading, Thinking and Writing...........3
  - SO 201 Introduction to Sociology ..................... 3
  - BI 106 Anatomy and Physiology II ..................... 4
  - ID 230 The Interdependence of Healthcare Professions in the U.S 3
  - CH 105 Introductory Chemistry: Nursing/Lab ......... 4
  - Elective .................................................. 3

  **17 total**

#### Year 2, Fall
- **Year 2, Fall credits**
  - BI 108 General Microbiology ............................ 4
  - NU 304 Health Assessment ................................ 3
  - NU 304 Health Assessment ................................ 3
  - NU 304 Health Assessment ................................ 3

  **15 total**

#### Year 2, Spring
- **Year 2, Spring credits**
  - BI 108 General Microbiology ............................ 4
  - NU 304 Health Assessment ................................ 3
  - NU 304 Health Assessment ................................ 3
  - NU 304 Health Assessment ................................ 3
  - Religious Studies .......................................... 3

  **17 total**

#### Year 3, Fall
- **Year 3, Fall credits**
  - NU 320 Clinical Pharmacology .......................... 3
  - NU 324 Professional Nursing (Clinical) ................ 8
  - NU 304 Health Assessment ............................... 3
  - NU 304 Health Assessment ................................ 3

  **14 total**

#### Year 3, Spring
- **Year 3, Spring credits**
  - NU 325 Acute Care Nursing (Clinical) ................. 8
  - NU 325 Acute Care Nursing (Clinical) ................. 8
  - NU 325 Acute Care Nursing (Clinical) ................. 8

  **14 total**
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.

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.

nu 321 nursing care of the aging adult

Misperceptions and lack of education about the aging process influence both the quality and outcomes of the nursing care being provided to our aging population. This course will examine the complexities and realities of caring for well and frail elders. Emphasis is focused on the multidimensional aspects of the aging process and the specialized nursing education required in caring for this population.

nu 324 professional nursing

This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing healthcare system. It focuses on acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice, as well as classroom content.

nu 325 acute care nursing

This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, and biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/family, the healthcare system, and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute care setting.

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 variety 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, the nursing process, and adaptation models, students will 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, and biopsychosocial needs of clients and their families who face complex multistystem 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 healthcare 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 347 Maternal Child/ Family 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 403 Evidence for Clinical Practice
This course focuses on the translation of current evidence into nursing practice, including the identification of practice issues, appraisal and integration of evidence, and utilization of the research to improve nursing practice. Students develop the skills necessary for understanding, evaluating, and applying evidence in transforming nursing practice. Activities include in-depth study of the research process as it relates to the critique and evaluation of research, the synthesis of nursing research to develop an evidence-based practice paper, and the dissemination and translation of the evidence to practice.
Student Learning Outcomes for Psychology

Students will:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Appreciate the socio-cultural context of individual differences and interact effectively with people from diverse backgrounds.
- Understand and apply basic research methods in psychology in compliance with the APA guidelines and code of ethics.
- Demonstrate an understanding of how psychological theory and research is applied in multiple professional domains (e.g., counseling and education) and in everyday life.
- Use reasoning to effectively recognize, develop, defend, and criticize arguments and other persuasive appeals.

MAJOR

PSYCHOLOGY

Prerequisites
PS 203 or PS 233, PS 204

Required for the Major
PS 301, PS 303, PS 304, PS 321, PS 402, three additional courses at the 300 level; MA 211, MA 212.

Courses required for students in the Psychology program allow some flexibility in accordance with the student’s post-graduation plans.

MINOR

PSYCHOLOGY

Required for the Minor
PS 203 or PS 233, PS 204

Elective Courses
Any four 300-level courses

PSYCHOLOGY WITH A CONCENTRATION IN NEUROSCIENCE:

In addition to the courses required for the psychology major, students wishing to earn a concentration in neuroscience must complete the following courses:

- PS 329 Neuropsychology (can be taken as a psychology elective)
- BI 103/X OR BI 104/X Introductory Biology (both recommended)
- BI 210/X Cell Biology/Laboratory or BI 307/X Genetics/Laboratory
- BI 306 Neurobiology (ID) BI/PS 401 Individualized Study in Neuroscience

COURSE DESCRIPTIONS

PS 203 Introduction to Psychology
This course will explore the major theories, concepts, and fields in psychology. Biological, social, and psychological influences on thinking, feeling, and acting will be examined as we discuss the application of psychology to real-life situations.

PS 204A Introduction to Psychology II/Lab
This course will follow PS 203 and will focus on the foundations of writing in psychology and the development of critical thinking skills. Topics include ethics, writing, evaluation of current topics, career opportunities, and the application of psychology in everyday life. Prerequisites: PS 203, PS 233, or with instructor permission

PS 233 Introduction to Human Development
This course is a consideration of human development from infancy through old age. Emphasis will be on cognitive, emotional, and social development, with attention to implications for nursing.

PS 301 Reading Seminar: History and Systems of Psychology
Psychology viewed in its historical perspective. This course focuses on schools of thought, individual psychologists, and the influence of time and place. Pre-requisite: PS 304 or instructor permission

PS 303 Research Methods in Psychology I/ Lab
This course will focus on the how research is conducted in psychology and the behavioral sciences. Emphasis this semester will be on critical evaluation of sources of information, conducting literature searches, and design of research projects. This course will provide an overview of both qualitative and quantitative research designs and include a laboratory. Prerequisites: PS 204 or instructor permission

PS 304 Research Methods in Psychology II/ Lab
This course will build upon the information learned in PS 303. Emphasis will be placed on conducting research experiments and analyzing and presenting research findings. This course
will provide an overview of complex experimental, correlational, and quasi-experimental designs and include a laboratory. Prerequisite: PS 303

**PS 307 Child Development**
This course examines the physical, cognitive, emotional, and social development of the child. The child’s development is not viewed in isolation but rather in the context of family and culture. Theory, research, and the application of child development concepts to professional situations are each important components of the course. Prerequisites: any two of the following three: PS 203, PS 204, or ED 101, or instructor permission

**PS 309 Abnormal Psychology - Adult**
In this course we will consider current theory, research, and controversies regarding the nature, causes, outcomes, and treatment of many of the major psychological disorders. Prerequisites: PS 203 and PS 204 and junior or senior status or instructor permission

**PS 310 Psychology of Adolescence**
This course provides a comprehensive view of the developmental tasks and challenges of adolescence and includes historical and cross-cultural perspectives. Students will also gain an appreciation of the physical, cognitive, emotional, and social influences on the adolescent’s development and explore the application of this knowledge to professional situations. Prerequisites: any two of the following three: PS 203, PS 204, ED 101, or instructor permission

**PS 311 Adulthood and Aging**
Multiple dimensions of adult life are addressed in this course. In addition to examining theoretical perspectives and research findings on adult development, the course examines negative stereotypes of ageism in our society. Prerequisites: PS 203 and PS 204 or instructor permission

**PS 312 Social Psychology**
The rich variety of human social behavior is discussed in this course. We will investigate how people think about, influence, and relate to one another. Important issues in social perception, social influence, and social relations will be covered. Prerequisites: PS 203 and PS 204 or instructor permission

**PS 314A Abnormal Psychology - Child and Adolescent**
This course offers an examination of childhood psychological disorders from a biopsychosocial perspective. The course covers theory, research, and controversies related to the nature, etiology and treatment of disorders that begin in childhood or adolescence. The impact of these disorders on the child’s development and family functioning are considered. Prerequisites: any two of the following three: PS 203, PS 204, ED 101, or instructor permission

**PS 320 Psychology of Women**
Exploration of theory and research with consideration of biological and social, as well as psychological influences on women’s development. Students will become familiar with current research findings and will be encouraged to make connections to the world in which they live. Prerequisites: PS 203 and PS 204 or instructor permission

**PS 321 Cognitive Process**
This course covers the theories and research that describe mental processes such as perception, learning, attention, memory, and language. Students will learn about how we organize information and how we use this information in our daily lives to make decisions and solve problems. Prerequisites: PS 203 and PS 204 or instructor permission

**PS 327 Group Process**
This course includes both experiential learning in groups and the study of theoretical perspectives and research findings about groups. Students will engage in a variety of group activities as well as the more traditional classroom activities of lecture and discussion. Prerequisites: PS 203 and PS 204 or instructor permission

**PS 328 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. Prerequisites: PS 203 and PS 204 or instructor permission

**PS 329A Neuropsychology**
This course will focus on the study of brain-behavior relationships. Students will gain an understanding of the major ideas and theories in neuropsychology. Topics covered will include principles of brain organization and function, assessment and diagnostic techniques, neuropsychological disorders occurring throughout the lifespan
as well as recovery, rehabilitation, and currently available treatments. We will address ethics and the role of emerging technologies in shaping the direction of the field. Prerequisites: any two of the following three: PS 203, PS 204, or PS 233 or instructor permission

PS 402 Coordinating Seminar: Problems in Psychology
This course provides an examination of topics and theories in contemporary and classical psychology with the additional opportunity to research areas of individual career and post-graduation interests. Prerequisite: PS 301 or instructor permission

PS 440 Theory and Practice of Psychology
Students will combine an internship experience (8-12 hours per week on site) with weekly seminars. Learning will occur through integration of on-site experiences with individualized and group readings and discussions. Each student will evaluate theory and research as it applies to her or his own experiential learning while developing observational, analytical and professional skills. Prerequisites: PS 301 and senior status or instructor permission

PS 409, PS 410 Individualized Study

PUBLIC HEALTH
- Laura Burke, Department Chair  
- Leslie Mandel  
- Nancy Street  
- Kevin Najarian  
- Barbara Waldorf  
- Timothy Ciesielsk

Public Health is the science of protecting the health of the community through organized and systematic efforts. The mission of the public health major is to prepare students to serve and to lead in the field of public health through working with diverse populations and improving the health of communities through education, research, outreach, and service.

Student Learning Outcomes for Public Health
Students will:
- Integrate knowledge of factors impacting human health, such as, lifestyle, nutrition, genetics, aging, access to healthcare, and environmental exposures when analyzing public health issues.
- Demonstrate an understanding of the essential components of the United States’ healthcare system and how to advocate on behalf of the community.
- Evaluate population health challenges.
- Demonstrate oral and written communication skills required in health related work settings and graduate and professional programs.
- Utilize critical thinking skills to analyze and evaluate health-related information.
- Work individually and within a team setting by applying organizational knowledge and leadership skills.
- Integrate and apply public health skills in a variety of settings.
- Promote the rights of individuals, groups, and the community according to the legal and ethical standards of the public health field.

MAJOR
All public health majors are required to complete the courses listed below in addition to Regis required core courses as part of their major requirements.

Prerequisites for the Major
BI 108 Microbiology and ID 224B Natural Sciences: Biological Perspectives or BI 105 Anatomy and Physiology I Lab and BI 106 Anatomy and Physiology II Lab
MA 210 Statistics or MA 211/212 Statistical Methods*

Required for the Major
PBH 200, PBH 203, PBH 206, PBH 307, PBH 300, SO 355, PBH 303, PBH 402, PBH 409, PBH 410, elective, capstone

Elective
The elective may be a public health course or may be a course from another department. Current courses that may fulfill the elective requirement include PBH 103 Introduction to Nutrition, HFS 250 Obesity and Body Weight Management, HFS 311 Health and Wellness, PO 231 Human Rights, SP 100 Spanish for Health Professionals, ID 228 The Challenge of Wellness: Multidisciplinary Perspectives, SW 202 Introduction to Social Services. Students who are majoring in public health should meet with their advisor to discuss the elective course.

*Students will be encouraged to take MA 211/212, but MA 210 will be accepted.

CONCENTRATION IN NUTRITION
Required for the Concentration
PBH 103, BI 105, BI 106, HFS 311, HFS 319, HFS 320
MINOR

**Required for the Minor**
PBH 200, PBH 203, PBH 206, PBH 303, 2 Electives*

*Students who minor in public health should meet with the Program Director of the Public Health program to discuss electives that fulfill the minor.

**COURSE DESCRIPTIONS**

**PBH 103 Introduction to Nutrition**
Nutrition is the study of foods and health. Introduction to Nutrition will introduce students to nutrition concepts such as how food nourishes the body and the role of nutrition in human health. An emphasis will be placed on the roles of key nutrients in the body including water, minerals, vitamins, fats, protein and carbohydrates. In addition, this course will examine the components of a nutritious diet, dietary recommendations intended to guide the public, the relationship between nutrition and fitness, energy balance and body weight, diet and disease, food safety and food technology, social and economic factors that drive nutrition choices and the global nutrition environment. This course will delve into the complexities of current topics and controversies in nutrition such as: Are carbohydrates bad for you? Do popular weight-loss diets work? Whose diet is best for optimal health; vegetarians or meat eaters? Are new food technologies safe? (This course is intended for non-nutrition majors and will not fulfill the requirement for nutrition majors and nursing students)

**PBH 200 Introduction to Public Health**
Public health is the science of protecting the health of the community through organized and systematic efforts. These efforts can take the form of education, providing access to health care, and protecting the public from exposures that could cause them harm. This course examines the role of public health in the community. It will focus on major health problem that have faced populations both historically and currently.

**PBH 203 Introduction to Epidemiology**
Epidemiology is the study of the distribution and determinant of disease in populations. The purpose of this course is to introduce the basic principles and methods of epidemiology and to demonstrate their applicability in the field of public health. The course is also intended to provide an introduction to the basic skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

**PBH 206 Introduction to Global Health**
Global health is the science of understanding the health of populations throughout the world, in an effort to understand contributing factors to health, with a focus on improving the health of the communities across the globe through organized and systematic efforts. These efforts can take the form of education and providing access to health care and resources, with the goal of protecting populations from exposures that could cause them harm. This course examines the complex distribution of disease across the globe, examining the health of diverse communities. It will focus on major health problems, considering economic and social conditions contributing to disease burden, unique to developed and developing nations across the globe, from cholera to malnutrition to obesity.

**PBH 307 Health and Society**
This course will focus on understanding society’s impact on the public’s health with a focus on the social determinants of health. Readings and discussion center on understanding the theories, measurement and evidence related to specific social conditions and experiences such as: socioeconomic position, discrimination, social networks and support, work conditions, ecological level, neighborhood and community social conditions, and social and economic policies. Biological and psychological mechanisms by which social conditions influence health will be discussed. Prerequisites: PBH 203 and SO 355 or the written permission of the instructor.

**PBH 300 Health and the Environment**
Health and the Environment will introduce students to the issues and concepts in the field of environmental health. It is intended to provide students with an understanding of how environmental factors impact the health of individuals and the community. This course will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with a general understanding of the health hazards resulting from exposure to physical, chemical, and biological hazards; vectors for dissemination (water, soil, and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues. Prerequisite: PBH 200 or the written permission of the instructor.

**PBH 303 Public Health Policy and Advocacy**
Health policy and advocacy training is needed to provide future public health practitioners with policy-making knowledge and skills in generating public support, policy-maker communications, and policy campaign operations. This course will
provide a comprehensive introduction to the fields of public health policy and advocacy. Students will gain an understanding of the current healthcare system and strategies used to advocate for the community—through legislation, written pieces, media, coalitions, and community organizing. The course will focus on moving from identifying a health problem, to creating potential solutions, and then determining how to propel the solution forward into action. Prerequisites: PBH 200 and PBH 206 or the written permission of the instructor.

PBH 402 Developing a Public Health Program
Public health professionals are trained in the use of appropriate strategies and methods to facilitate the development of policies, procedures, interventions and systems that are conducive to the health of individuals, groups, and communities. This course focuses on the assessment, planning, implementation, and evaluation of public health programs that will assist individuals and groups to maintain and improve their health.

PBH 409 Public Health Internship I / PBH 410 Public Health Internship II
These courses are designed for senior public health students. They are an opportunity for students to gain practical experience in a public health setting. Students will work in an area of public health that is of interest to them. This is a two-semester course. Prerequisites: PBH 200, PBH 203, PBH 206, PBH 303, and PBH 307 or the written permission of the instructor.

RADIOGRAPHY
Regis awards an associate of science with a major in radiography. For more information about this program, see the Lawrence Memorial/Regis College Radiography Program website, www.lmregis.org.

Upon graduation, all graduates of the LM/RC Radiography program have the opportunity to attend the Bachelor’s Completion program in Medical Imaging. Additional information regarding this program can be found in the Graduate Programs section.

FULL-TIME TWO-YEAR CURRICULUM PLAN

<table>
<thead>
<tr>
<th>Year 1, Fall</th>
<th>credits</th>
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<tbody>
<tr>
<td>MR 101 Radiologic Procedures &amp; Related Anatomy I and Lab</td>
<td>3</td>
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<tr>
<td>MR 111 Radiologic Imaging I and Lab</td>
<td>3</td>
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<tr>
<td>MR 120 Radiologic Clinical I</td>
<td>3</td>
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<tr>
<td>Non-Radiography course</td>
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<td>Non-Radiography course</td>
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<tr>
<th>Year 1, Spring</th>
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<tr>
<td>MR 102 Radiologic Procedures &amp; Related Anatomy II and Lab</td>
<td>3</td>
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<tr>
<td>MR 112 Radiologic Imaging II and Lab</td>
<td>3</td>
</tr>
<tr>
<td>MR 131 Radiologic Physics</td>
<td>3</td>
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<tr>
<td>MR 121 Radiologic Clinical II</td>
<td>3</td>
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<tr>
<td>Non-Radiography course</td>
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<td>Non-Radiography course</td>
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<th>Year 2, Summer</th>
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<tbody>
<tr>
<td>MR 220 Radiologic Clinical III</td>
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<th>Year 2, Fall</th>
<th>credits</th>
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<tr>
<td>MR 201 Radiologic Procedures &amp; Related Anatomy III and Lab</td>
<td>3</td>
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<tr>
<td>MR 211 Radiologic Imaging III and Lab</td>
<td>3</td>
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<tr>
<td>MR 231 Radiation Biology and Protection</td>
<td>3</td>
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<tr>
<td>MR 221 Radiologic Clinical IV</td>
<td>4</td>
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<tr>
<td>Non-Radiography course</td>
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<tr>
<th>Year 2, Spring</th>
<th>credits</th>
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<tbody>
<tr>
<td>MR 240 Advanced Radiologic Procedures/Lab</td>
<td>3</td>
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<tr>
<td>MR 250 Radiologic Pathophysiology</td>
<td>2</td>
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<tr>
<td>MR 222 Radiologic Clinical V</td>
<td>4</td>
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<tr>
<td>Non-Radiography course</td>
<td>3</td>
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<td>Non-Radiography course</td>
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NON-RADIOGRAPHY COURSES
The listing of Radiography courses in the curriculum above provides a guideline of how many courses should be taken each semester.

The seven (7) non-radiography courses are:

<table>
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<tbody>
<tr>
<td>BI 106 Anatomy &amp; Physiology II/Lab</td>
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<tr>
<td>EN 105 Writing Seminar</td>
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<td>EN 106 Critical Reading, Thinking and Writing</td>
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<tr>
<td>ID 304 Exploring Ethics</td>
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<tr>
<td>MA 210 Statistics</td>
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<tr>
<td>SO 201 Introduction to Sociology</td>
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<tr>
<td>Expressive Arts</td>
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</table>
COURSE DESCRIPTIONS

MR 100 Introduction to Radiologic Technology and Lab (3 Credits)
The goal of this intensive 2-week course is to familiarize the student with the basic equipment operations, image production, radiation protection, radiographic procedures, patient care settings, and skills associated with the profession of 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.

MR 101 Radiologic Procedures and Related Anatomy I and Lab (3 Credits)
In this first of a series of three procedure 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.

MR 102 Radiologic Procedures and Related Anatomy II and Lab (3 Credits)
In this second of the three procedure courses, students will continue to learn the gross and topographic anatomic structures and medical terminology while demonstrating, with evaluations, in the lab setting the routine body positions required to obtain radiographic images pertaining to the examinations of the following: digestive system, shoulder girdle, bony thorax, pelvic girdle, cervical spine, thoracic spine, lumbosacral spine, and coccyx. Concurrently, students will expand their radiographic medical terminology knowledge.

MR 111 Radiologic Imaging I and Lab (3 Credits)
In this first of a series of three imaging courses, 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. Students will learn the primary factors of image production and become familiar with some of the basic equipment required to obtain radiologic images within the radiology department. Laboratory exercises will assist the student in the application of the factors studied to produce consistent, high quality images, exposure factor manipulation, equipment utilization, and concomitant theoretical foundations relevant to the production various degrees of radiologic density/brightness will be studied.

MR 112 Radiologic Imaging II and Lab (3 Credits)
In this second of the three imaging courses, students will further analyze the production/creation/manipulation of radiographic density/brightness plus a detailed analysis of factors producing radiographic contrast and detail/spatial resolution. Assessment of image distortion and how to minimize its influence on the radiograph will be discussed. Topics covered will review the importance of optimal imaging standards, problem solving techniques, and potential problems that arise in the process of acquiring radiographic images.

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 and 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.

MR 121 Radiologic Clinical II (3 Credits)
Students will learn more advanced procedures, completion extremity work, and the addition of cervical thoracic and lumbar/sacral spine. 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.

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.

**MR 201 Radiologic Procedures and Related Anatomy III and Lab (3 Credits)**
In this third of the three procedures 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 work describing selected studies are course requirements.

**MR 211 Radiologic Imaging III and Lab (3 Credits)**
In this third of the three imaging courses, the focus will be on students synthesizing and combining all principles and practices covered in the prior two courses. 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. Students will learn how the principles learned in film/screen radiography translate in the world of digital imaging. A review of basic computers and terminology will be included to ensure all students are up to date on computer language. A detailed review of CR, DR, DICOM, and PACS will be provided as well as information on HIS and RIS systems.

**MR 220 Radiologic Clinical III (5 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 gastrointestinal imaging and (b) the anatomy and performance of Venipuncture for the purpose of contrast agent administration. 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 demonstrate their progressively increasing levels of organizational skill and performance speed and accuracy as they progress through the semester. Clinical conferences/critique sessions will be incorporated.

**MR 221 Radiologic Clinical IV (4 Credits)**
Students will continue to develop confidence in the performance of those radiographic exams that were incorporated in the prior three semesters of 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 with Related Anatomy III and Lab. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected radiographic (and in selected cases fluoroscopic and bedside/ portable) exams of the chest, abdomen, upper and lower extremities, skull, sinus, genito-urinary system, and those exam studies that are commonly performed within the emergency room/urgent care setting. 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 prior four semesters.

**MR 231 Radiologic 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.

**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 consist of a combination of classroom sessions, computer lab exercises, home study assignments and guided self-study exercises.

MR 250 Radiologic Pathophysiology (2 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. The course will combine guest lectures from Radiologists, guided self-study exercises and classroom discussions.

SOCIAL WORK

- Hugh Clark, Program Director
- April Fletcher
- Craig Keefe
- Julie Norstrand
- Richard Sherman

Social Work focuses on helping others. This includes working with individuals, families, groups, organizations, and communities to achieve life-enhancing goals. Social work was born out of an increased sense of social responsibility towards vulnerable populations and continues to be concerned with the advancement of economic and social justice. What makes social work unique is its dual focus on helping people and changing environments. The Social Work program at Regis is grounded in the belief that experience and hands-on learning are essential for developing social work skills.

Experiential learning takes place in the classroom and in service-learning projects, internships and field placements. The Social Work Program at Regis is accredited by the Council on Social Work Education and social work students graduate with a BSW degree. Graduates from the Program are eligible for social work licensing, and those who go on to graduate schools in social work may be admitted with advanced standing. The Social Work program at Regis and the Boston College Graduate School of Social Work have a cross-registration agreement that allows promising social work students at Regis to take graduate social work courses at Boston College in their junior and senior years.

Student Learning Outcomes for Social Work

Students will:
- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

MAJOR

SOCIAL WORK

Required for the Major
SW 202, SW 303A, SW 304A, SW 327, SW 330,
SW 331, SW 335, SW 336, SW 337, SW 347,
SW 401, SW 410C, SO 201, SO 303A, PS 203,
BI 203 fulfills the science requirement.

Social Work majors are required to take statistics for their mathematics requirement.

Juniors will complete 104 hours of an internship, SW 410C in conjunction with SW 331.

Seniors will complete 416 hours of a field placement in their senior year in conjunction with SW 337 and SW 401.

Social Work students must maintain a grade of C or better in social work courses that are required for the major and maintain an overall GPA of 2.5.

Elective Courses (not required for major)
SW 320, SW 325, SW 334, SW 339, SW 340,
SW 342, SW 350

MINOR

SOCIAL WORK

Required for the Minor
SW 202, SW 303A, SW 304A, SW 327, and two electives in Social Work. SO 303A may count as one of the two electives for the minor.

COURSE DESCRIPTIONS

SW 202 Introduction to Social Services
This course provides an overview of the human service delivery system with an emphasis on the role of the social worker in five primary areas: child welfare, mental health, criminal justice, education, and health services. Social problems and the social policies that evolved to meet the
needs of populations at risk are explored in the context of social and political forces.

**SW 303A Lifespan Human Behavior**
This course studies individual and family development across the lifespan from a bio/psycho/social perspective. Students use critical thinking skills in evaluating and applying various developmental theories in work with clients. Course content includes material on ecological and systems theory, cognitive and behavioral theories, and psychodynamic theories. Students complete three interviews and psychosocial assessments of someone at adolescence, midlife, and later adulthood.

**SW 304A Communities, Groups, and Organizations**
This course studies the effects of macro systems on human behavior from an ecological perspective. Course content includes material on communities, neighborhoods and social networks; groups; and social movements. Students will draw on systems theory and empowerment theory to discuss assessment and effective practice interventions across the content areas.

**SW 320 Child Welfare**
This course will explore the history and mission of child welfare services in the United States with an emphasis on the changing role of government. Students will examine the roles and responsibilities of social workers in child welfare agencies. Classes will discuss relevant ethical, legal, and policy issues. Students will learn about the concepts of risk, vulnerability, and resilience in children who are in child welfare agencies. Prerequisite: SW 202

**SW 325 Social Work Practice in Health Care Settings**
This elective course will explore social work practice in health care settings from a bio/psycho/social/spiritual perspective. It will include material on ethical dilemmas, social work values, access to health care, populations at risk, and sensitivity to diversity. Students will explore the meaning of illness in people’s lives, how patients experience disability, chronic and terminal illnesses, trauma, grief, and loss. The role of the social worker as part of an interdisciplinary team that emphasizes a strengths perspective and wellness model will be discussed. Students will learn about medical social work in a variety of health care settings, including inpatient and outpatient, clinics, home care, and hospice. Students will examine their own attitudes about health and illness, and grief and loss to increase their self-awareness of work in this field.

**SW 327 Social Policy and Social Change**
This course provides students with skills to evaluate, draft, and reform social policies. Course content will cover political advocacy, community organizing strategies, and ethical dilemmas in designing social policies and the legislative process. We will also explore and debate the rights and responsibilities of government, citizens, and corporations in a just and humane society. Prerequisite: SW 202 or instructor permission

**SW 330 Theory and Practice of Social Work I**
This course provides students with an overview of the different phases of clinical work with individuals, families, groups, and larger systems: engagement, data collection, assessment and intervention, and termination. Students will learn to apply theory to practice using case material. Students will develop skills in interviewing, critical thinking, and self-reflection. Ecological theory, the problem-solving method, and a strengths perspective will be the theoretical underpinnings of the course. Prerequisite: SW 202. Co-requisite: SW 303A

**SW 331 Theory and Practice of Social Work II**
This course will provide an integration of theory and practice from a generalist social work perspective. Course content will focus on a variety of intervention strategies with children, adolescents, and adults. Students will develop skills in the following areas: interviewing, organizational assessment and change, community assessment, and practice evaluation. Child therapy, family assessment, and group therapy also will be discussed. Prerequisites: SW 202, SW 303A, SW 304A, SW 330. SW 410C must be taken concurrently with this course.

**SW 335, SW 336 Field Placement (two days per week/sixteen hours)**
Field Placement is a yearlong course that is taken concurrently with SW 337 and SW 401. Students are placed in a variety of social work settings. Under the supervision of an MSW, students will learn the social work role in their agencies and have opportunities to work with a range of client systems. Tasks may include assessment, advocacy, case management, family work, group work, and community intervention. Students will be expected to complete a total of 416 hours in the field for the year. Prerequisites: SW 202, SW 303A, SW 304A, SW 330, SW 331, SW 401C. Students will take SW 337 and SW 401 concurrently with their field placements.

**SW 337 Field Placement Seminar**
This course is taken concurrently with SW 335, the Field Work Placement. Classes focus on integrating social work practice in various field agencies with classroom learning. The
course is designed to help students in their field placements and provide a structured environment to discuss students’ field experiences. Students will concentrate on developing skills required in agency work, including use of supervision, collaboration with other professionals, legal and ethical issues, case management, and documentation. Students will discuss cases that involve issues of gender, poverty, ethical dilemmas, and diversity. Prerequisites: SW 202, SW 303A, SW 304A, SW 330, SW 331, SW 410C. This course is taken concurrently with SW 335.

SW 339 Clinical Interviewing, Role-Plays, and Reflection
This social work course focuses on strengthening and broadening students’ clinical interviewing skills. Students will practice and enhance traditional interviewing skills and will also learn non-traditional methods of assessment and intervention such as role-playing, sculpting, and using drama and metaphor. Prerequisites: SW 202, SW 303A, SW 330

SW 340 Contemporary Social Problems
This course will provide students with knowledge about contemporary social problems from an ecological perspective. Classes will explore the ethical implications of these social problems and the role of government in setting policy. Students will develop potential strategies for addressing these problems with individuals, groups, families, and communities.

SW 342 The Baby Boom Generation: Adults in Midlife
This course studies adults in midlife, from a bio/psycho/social perspective, as this segment of the adult population predicted to increase significantly in the next decade. Theories of adult development will be reviewed with emphasis on contemporary research with this age group. Course content includes material on changes in family roles and relationships in midlife, meaning of work for older adults, age discrimination in the workplace, caregiver roles and responsibilities, issues for ethnic minorities in midlife, alternative approaches to retirement, factors that contribute to productive aging, and social work interventions. Client empowerment and a strengths-based perspective will be emphasized throughout the course. The course will explore micro, mezzo, and macro practice implications and interventions for this population. This course will have particular relevance for social work, nursing, psychology, and sociology students.

SW 344 Coping with Death/Dying
This course introduces students to the subject of death, dying, bereavement, and spirituality. It includes content on the meaning of death from many different theoretical and cultural perspectives. The course will include material on life cycle approaches to death and dying, legal and moral issues, bereavement, and clinical interventions. It also introduces students to the subject of spirituality and social work.

SW 347 Research Methods in Social Work
This course introduces the purposes, types, and basic methodology of social work research, using studies in social work. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, and ethical and political issues. It presents non-discriminatory, feminist, collaborative, and empowerment approaches as alternatives to traditional research perspectives. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research. Students’ knowledge of research will be applied to social work practice. They will learn about single-subject design, program evaluation, needs assessment, and research interviewing. Students will complete the course with a research proposal. Prerequisite: SW 202

SW 350 International Social Work
This course is designed to provide students with the knowledge of social welfare and human services from an international perspective. It will focus on the delivery of services and the role of social work professionals who work at the international level. The focus of the course could vary from year to year and include such subjects as health care, disasters, poverty, sex trafficking, genocide or child soldiers. The course could involve travel to another country. Prerequisite: SW 202. If travel is involved, students will need to provide three letters of reference and be interviewed by social work faculty before being accepted into the course.

SW 401 Integrating Seminar
This course is designed for senior social work students as their final class in social work; it is an opportunity for students to integrate and demonstrate their learning in social work as a result of required classes taken at Regis to satisfy the requirements for a BSW degree. Students will complete a research paper for the course that relates to their field placement. Prerequisites: SW 202, SW 303A, SW 304A, SW 327, SW 330, SW 331, SW 335, SW 347, SW 410C. Students will take SW 336 concurrently with the Integrating Seminar.

SW 410C Internship
The junior internship in social work is a semester-long course which involves working at a social service or social action agency for a minimum of eight hours a week. Supervision by an MSW is preferred. It is an opportunity for students to “get their feet wet,” to gain some experience, and
to explore areas of interest to them in the social work field. Prerequisites: SW 202, SW 303A, SW 304A, SW 330. This course is taken concurrently with SW 331.

SOCIOLOGY
See Humanities

SPANISH
See Humanities

SPORTS MANAGEMENT, HEALTH AND FITNESS STUDIES

Sports Management is one of the concentrations available within the Health and Fitness Studies major. Students in the sports management concentration are also required to choose a minor as part of their course of study. For faculty list, course descriptions, and learning outcomes, see Health and Fitness Studies.

Required for the Sports Management Concentration
HFS 150 Introduction to Health and Fitness Studies
HFS 208 First Aid and CPR
HFS 250 Obesity and Body Weight Management
HFS 311 Health and Wholeness
SW or SO (1) course from approved list
PS 233 Introduction to Human Development
PBH 103 Introduction to Nutrition
HFS 313 Sport in Society
HFS 316 Sports Management
HFS 340 Sport Event Management
HFS 342 Sport Marketing and Technology
HFS 345 Legal Issues in Sports Management
HFS 355 Facility Design, Operations, & Management
HFS 356 Athletic Administration and Sport Governance
MT 203 Introduction to Leadership/Management
MT 204 Organizational Behavior
MT 209 Financial Accounting
HFS 412 and 413 HFS Internship/Seminar (two semesters)
PE (3) Physical Activity courses

MINOR

Required for the Sports Management Minor
HFS 150 or HFS 311, HFS 316, plus four electives from the following list of courses: HFS 310, HFS 313, HFS 340, HFS 342, HFS 345, HFS 355. One business management class may also count as an elective toward this minor. See Health and Fitness Studies for course descriptions.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Shari Litch Gray, Department Chair ■ Michael Bilozur ■ Leslie Bishop ■ Kathleen Galang ■ Mary Lombard ■ Verna-Ann Power-Charnitsky ■ Erin McQuaid ■ Anne Powers ■ Kristen Willems ■ Danqing Xiao ■ Santhosh Matthew ■ Sister Barbara Loud ■ M. Cristina Squeff ■ Julia Benson ■ Upasana Kashyap ■ Barbara Fox ■ Christine Coffin ■ Clyde Evans ■ Jeffrey Scott ■ Terri Kanner ■ Melanie Connolly ■ Mayuri Sharma ■ Claudia Kale

The Department of Science, Technology, Engineering and Mathematics incorporates the disciplines of biology, chemistry, physics, and mathematics education. The faculty of each respective discipline is expertly trained to provide the rigorous curriculum to support the biology, biochemistry, and mathematics education majors as well as biology, chemistry and mathematics minors and concentrations in environmental biology and neuroscience. Housed within STEM are also the science and math courses needed for healthcare majors and the core curriculum.

The STEM Department at Regis offers a broad and complete education through close interaction with faculty and small class sizes. An individualized focus of study, including internships and independent research, prepares students for a variety of career paths in biology, biochemistry, and mathematics education. Students have the opportunity to conduct research on campus in the areas of biotechnology, bioinorganic chemistry, developmental biology, immunology, ecology, microbiology, physiology, and genetics, participate in departmental honors, and secure off-campus internships.

A degree in biology or biochemistry from Regis is excellent preparation for health and medical professions, graduate school, and scientific or research-focused careers. A degree in mathematics education prepares teachers of mathematics in grades 8-12.
Student Learning Outcomes for Biology

Students will:

- Develop the ability to evaluate scientific information critically, using analytical reasoning and quantitative skills.
- Assess the role of science in complex issues, including technology, society, and ethics.
- Assess the interaction and limitations of science in complex issues including technology, science, and ethics.
- Apply the scientific method in the conduct of laboratory experiments.
- Develop quantitative problem-solving skills in the conduct of lecture and laboratory experiments.
- Use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.

Student Learning Outcomes for Biochemistry (Major) and Chemistry (Minor)

Students will:

- Demonstrate knowledge and understanding of the principles of biochemistry and chemistry, as established by the American Society for Biochemistry and Molecular Biology (ASBMBBC) and the American Chemical Society (ACS) Educational Guidelines.
- Demonstrate knowledge and understanding of the principles and theories of experimental techniques and instrumental methods.
- Demonstrate the ability to think logically and analytically, using mathematical and computer skills, analogy, and structural modeling.
- Develop, as individuals and in teams, the ability to test hypotheses by experiment and analyze the results.
- Develop written and oral skills necessary for scientific communication.
- Develop a knowledge and commitment to the values and ethical practice of science.
- Develop an awareness of the interactions among science and other human endeavors and the moral and ethical responsibility of science to society.

Student Learning Outcomes for Mathematics Education

Students will:

- Demonstrate knowledge and applied skills in calculus, statistics, linear algebra, and a distribution of other branches of mathematics for education.
- Have the ability to determine the validity of a given argument and be able to construct mathematical proofs independently.
- Understand the mathematical basis of common algorithms and be able to calculate accurately and efficiently.
- Be able to solve problems, including applications of pure mathematics, by means of intuition, creativity, reasoning, estimation, and the experience gained through the study of specific examples and mathematical models.
- Be able to communicate and educate about mathematical ideas clearly using correct mathematical terminology and proper mathematical notation.
- Understand different student learning styles and adapt pedagogical techniques to effectively educate students in mathematics and quantitative reasoning approaches.
- Utilize innovative approaches adopting technology for purposes of effective mathematics education.

MAJORS

BIOCHEMISTRY

Required for the Biochemistry 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, CH 104, CH 305, CH 306, CH 307, CH 313, CH 315, CH 316; MA 101A; 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.

BIOLOGY

Required for the Biology Major

BI 103, BI 104, BI 209, BI 210, BI 302, BI 307, BI 401; CH 103, CH 104, CH 305 plus four upper-level courses in biology. It is recommended that majors take CH 306; MA 101A, MA 106; PY 213, PY 214.

Required for Biology Major with Concentration in Environmental Biology

Major requirements plus BI 305, BI 324, BI 326, BI 328. These count as the upper-level electives.

Required for Biology Major with Concentration in Neuroscience

Major requirements plus BI 306, PS 203, PS 321, PS 329, ID 401.

MATHEMATICS EDUCATION

(Mathematics Teachers Grades 8–12)

Required for the Major
Mathematics Courses MA 106, MA 203, MA 204, MA 211, MA 212, MA 253, MA 326, MA 328, MA 353

Education Courses
ED100, ED 101B, ED 205, ED 306, ED 308, ED 323, ED 403; PS 203, PS 310
Offered in collaboration with the Psychology Department. Major requirements plus BI 306 and PS 409 (count as two upper-level electives), PS 203, PS 321, PS 329.

MINORS

BIOLOGY

Required for the Biology Minor
BI 103-104 with labs or BI 105-106 with labs

Elective Courses
Select three from BI 108 or BI 209, BI 210, BI 305, BI 306, BI 307, BI 308, BI 312A, BI 315, BI 317, BI 326 and one seminar (either BI 302 or BI 401).

CHEMISTRY

Required for the Chemistry Minor
CH 103-104 with labs, CH 305-306 with labs, CH 313 with lab. In addition to the above courses, a sixth course may be chosen from the following upper-level courses: CH 303, CH 307, CH 312, CH 315, CH 319, or CH 321. (Any student with two years of high school chemistry may opt to test out of CH 103-104.)

LABORATORY OPERATIONS MANAGEMENT

This minor is an interdisciplinary initiative that augments the existing majors in biology and biochemistry with a minor in laboratory operations management through the strategic selection of electives, the creation and addition of two new three-credit courses in lab operations management, and completion of one individual study/internship and one external internship.

Required for the Laboratory Operations Management Minor
MT 203, MT 204, MT 209, and one MT elective. LOM I, LOM II, individualized study, and internship are under development.

MATHEMATICS

Required for the Mathematics Minor
MA 106, MA 203, MA 204, MA 253

Elective Courses
Select two from, MA 212, MA 321, MA 322, MA 323, MA 324, MA 326, MA 328, MA 351, MA 352, MA 353, MA 354.

BIOLOGY COURSE DESCRIPTIONS

BI 103 Introductory Biology/Lab I
This course will cover the major principles of biology from an evolutionary viewpoint. The first semester will cover the major concepts in molecular and cellular biology, microbiology, and genetics.

BI 104 Introductory Biology/Lab II
This course will cover evolution, ecology, plant biology, and systematic and comparative physiology. Prerequisite: BI 103 or instructor permission

BI 105 Anatomy and Physiology Lab
The fundamental facts and concepts of the normal structure and function of the human body are presented. Specific topics include integumentary, skeletal, muscular, and nervous systems. Laboratory work includes microscopic examination of cells and tissues; study of gross anatomy by dissection, models, and computer simulations; and investigations of various human physiological processes.

BI 106 Anatomy and Physiology/Lab
The fundamental facts and concepts of the normal structure and function of the human body are presented. Specific topics include circulatory, respiratory, urinary, digestive, endocrine, and reproductive systems. Laboratory work includes microscopic examination of cells and tissues; study of gross anatomy by dissection, models and computer simulations; and investigations of various human physiological processes. Prerequisite: A minimum grade of C- in BI 105

BI 108 General Microbiology/Lab
The general characteristics of microbes and their relationship to humans are explored, with emphasis on those that are pathogenic to humans and those that are of public health significance. This includes the biological characteristics of microbes, antimicrobial methods, and concepts of immunity, diagnosis, and treatment and prevention of infection. The laboratory experience familiarizes the student with microbiological methodology and aseptic technique.

BI 203 Human Biology/Lab
This course includes a study of the structural and functional relationships of human organisms. Emphasis will be placed on both the normal and abnormal functioning of each system.

BI 209 Introductory Microbiology/Lab
This course provides the student of biological sciences with an introduction to microbiology, and some of its applications. The major topics are: structure, function, taxonomy, and growth of prokaryotes and eukaryotes; microbial metabolism; prokaryotic genetics; viruses; the
role of microbes in disease and host defenses; and microbial ecology. The laboratory will study the practice and principles of microbial analysis, characterization and identification. Prerequisite: BI 104 or instructor permission

BI 210 Cell Biology/Lab
This course will focus on the structure and function of eukaryotic cells, including membrane structure and function, protein trafficking, cell signaling, cell cycle control, cytoskeleton and motility, neurophysiology, and tissue biology. Laboratory exercises include cytochemistry, protein and receptor analysis, and organelle isolation and characterization. Prerequisite: BI 209 or instructor permission

BI 211 Pathophysiology and Nutritional Therapy
This course examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; injury and metabolic stress; and dysfunctions of the circulatory, respiratory, gastrointestinal, urinary, nervous, and endocrine systems. Students will also consider risk factors and physiological adaptation to various disease conditions. Course emphasizes medical nutrition therapy in acute and chronic disease. Prerequisites: BI 105 and BI 106, NU 205, CH 101 and CH 102. A grade of C- or above must be earned in all prerequisites.

BI 212 Pathophysiology
This course is an introduction to the basic concepts of pathophysiology. Students will examine the phenomena that cause and produce alterations in human physiologic function and the resulting human response. Upon completion of the course, students will understand pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. The course is based on illness and disease within a systems framework across the lifespan.

BI 302 Seminar: History of Biology
This seminar will offer a historical perspective on the origins of biology. Readings will include original primary literature, as well as historical accounts and analyses. Topics include mechanisms of evolution, molecular biology, and infectious disease. Prerequisite: junior status or instructor permission

BI 305 Ecology/Lab
This course focuses on the interactions that determine the distribution and abundance of species. Fundamental characteristics of living systems (plant and animal) are discussed in detail from cellular through ecosystem hierarchical levels, employing an integrative, evolutionary approach. Specific topics include speciation, population genetics/dynamics, metapopulation analysis, evolutionary and community ecology, species interactions, symbioses, habitat fragmentation, biodiversity, and biogeography. Laboratory investigations will include: systematics and taxonomy of plants and animals, field sampling techniques and biodiversity assessment, population estimates and growth, mark and recapture exercises, and predator-prey cycles. Prerequisites: BI 104 and BI 210

BI 306 Neurobiology/Lab
This course focuses on the biology of nervous systems at the biochemical, cellular, system, and whole-organism levels. It will analyze structure and function of neurons, comparative and developmental anatomy of nervous systems, physiology of sensation and motor function, and neuroendocrine influences on behavior. Prerequisites: BI 210 or PS 203

BI 307 Genetics/Lab
Completion of this course in genetics will provide an overall understanding of genetic principles, including classical Mendelian genetics, molecular genetics, and population genetics. Special topics include human genetic disorders. The principles of molecular genetics will also be incorporated into the laboratory section of this course. Procedures learned in the laboratory portion provide background experience for further studies in fields such as genetic engineering, cloning, and other biological topics. Prerequisite: BI 210

BI 308 Developmental Biology/Lab
Developmental Biology will cover an in-depth analysis of developmental systems with an emphasis on molecular and cellular interactions during developmental processes. The lab will explore laboratory experiences in experimental developmental biology and embryology. Prerequisite: BI 210

BI 312A Animal Physiology
Analysis of animal function at the molecular, cellular, system, and organismal levels of organization. Emphasis is on control mechanisms that maintain homeostasis and on system interactions. Topics include cardiovascular, pulmonary, renal, reproductive, and muscle physiology. Prerequisite: BI 210

BI 319 Virology
This course will provide the student with detailed knowledge of the biology and genetics of viruses. Students will undertake a classification survey of RNA and DNA viruses. The association of each virus with its host cell will be investigated. This investigation will be used to understand the nature of the viral infectious diseases, treatments for viral infections, vaccinations, and the use
of the virus as a tool in gene therapy. Basic lab techniques for tissue culture, necessary for the propagation of viruses, will be demonstrated. Prerequisites: BI 209 and BI 307

BI 317 Immunology
This course will present immunological principles and applications. Topics that will be covered include the cellular and molecular events behind defense mechanisms of a host, including immunological disorders. Prerequisite: BI 210

BI 324 Environmental Biology: Principles, Practice, and Policy
This course provides the scientific basis for understanding how environmental systems work and explores the relationship between humans and the environment utilizing an interdisciplinary approach. Topics include: population and community level ecology; ecosystems; maintaining biodiversity and the ecological impacts of changing land use; conservation and management of natural resources; global environmental problems such as energy resources, pollution, overpopulation, deforestation and loss of biodiversity, climate change; and environmental economics, law, and public policy. Prerequisites: BI 104 and BI 210. BI 210 may be taken concurrently.

BI 326 Environmental Microbiology/Lab
This course will provide an understanding of the impact that microorganisms have on the environment. From a brief history of microbial evolution to the Interactions that Microbes have with members of the other kingdoms in biology, pertinent topics will be studied. The importance that microorganisms play in the biogeochemical cycling will be investigated. Present day interactions of the microbial population with the environment including biomass production, bioremediation of oil spills, waste management, and pest control will be examined. Students will study the role that microorganisms play in present-day biological warfare threats to life and our environment. Prerequisites: BI 209 or BI 108 and BI 210 or concurrent enrollment in BI 210 or instructor permission

BI 328 Conservation Biology and Biodiversity
Conservation biology is a synthetic, multidisciplinary field encompassing ecology, wildlife biology, systematics, evolution and genetics, biogeography, forestry, as well as the physical sciences such as soil and water chemistry, climatology, geology and geography. These scientific disciplines are combined with the social sciences such as economics, sociology, and political science in practical application. This course will focus primarily on the principles and applied aspects of conservation biology and management by examining degradation and loss of species, populations, and ecosystems due to human activities and by considering alternatives for avoiding and/or mitigating these impacts. The perspectives of science, management, and policy will be elucidated in current and future strategies designed to conserve the diversity of life. Prerequisites: BI 104, BI 210, and BI 307. BI 210 may be taken concurrently.

BI 401 Seminar: Ethical Issues in Biology
Contemporary issues related to biological concepts and the ethical implications of these will be examined. Prerequisite: senior status or instructor permission

BI 404 Seminar: Biochemical Topics
Topics for the seminar are drawn from molecular and cellular biochemistry and related sciences. Prerequisite CH 315.

BI 409, BI 410 Individualized Study

CHEMISTRY COURSE DESCRIPTIONS

CH 101 Introductory Chemistry I: General Chemistry/Lab
This course offers an introduction to the principles of general chemistry with laboratory for students in allied health fields other than nursing. Topics include chemical bonding and structure, atomic theory, energy, equilibrium, reactions in aqueous solutions, and radioactivity. Prerequisite: able to enroll in QR 101, MA 101A, MA 105, MA 210, or MA 211.

CH 102 Introductory Chemistry II: Organic Chemistry and Biochemistry/Lab
This course is an introduction to the principles of organic and biological chemistry with laboratory for students in allied health fields, other than nursing. Topics include organic nomenclature, organic functional groups and their properties, isomers, and biologically important molecules and their roles in the human body.

CH 103, CH 104 Chemical Structure and Reactions/Lab
This course is an introduction to the principles of chemistry, atomic and molecular theory, bonding, structure, equilibrium, and chemical reactions, with a laboratory. Prerequisite for CH 103: MA 100 or QR 101 or able to enroll in MA 101, MA 105, MA 210, or MA 211. Prerequisite for CH 104, Prerequisite: CH 103

CH 105 Introductory Chemistry: Nursing/Lab
This course is an introduction to the principles of general chemistry, organic chemistry, and
biochemistry with laboratory for students in nursing. General chemistry topics include chemical bonding and structure, atomic theory, equilibrium, acids and bases, solutions, and radioactivity. Organic and biochemistry topics include organic nomenclature, functional groups and their properties and reactions, and biologically important molecules and their roles in the human body. Prerequisite: QR 101 or able to enroll in MA 101A, MA 105, MA 210, or MA 211.

PY 213, PY 214 General Physics/Lab
A calculus-based introduction to the study of motion, Newtonian mechanics, work, energy, oscillation, waves, electromagnetic forces and fields, and an introduction to modern physics is presented with a laboratory. For PY 213, Co-requisite: MA 106. For PY 214, Prerequisites: PY 213 and MA 106.

CH 302 Seminar: Current Topics in Science
In this course students will study advanced theories in chemistry and their relation to fundamental concepts.

CH 303 Environmental Science and Toxicology
This course offers an introduction to the fundamentals of toxicology: terminology, various types of toxins, absorption, distribution and excretion of toxins, the effects of exposure to toxins on the human body through a systems approach, modes of transmission, and different analyses to set limits. Chemical carcinogenesis, genetic and developmental toxicology are also included.

CH 305, CH 306 Organic Chemistry/Lab
This course introduces students to the fundamentals of organic chemistry, the study of the mechanisms of basic functional group reactions and the relation of structure to chemical activity. A laboratory is an integral part of the course. Prerequisite: CH 104 with a minimum final grade of C-. For CH 306, Prerequisite: CH 305 with a minimum final grade of C-.

CH 307 Physical Chemistry: Thermodynamics
Fundamental principles of chemical thermodynamics with applications to chemical and biochemical systems are introduced. Prerequisites: MA 101A, CH 104

CH 308 Physical Chemistry: Quantum Mechanics
Fundamental principles of quantum mechanics and applications to structure and spectroscopy are introduced. Prerequisites: MA 101A, CH 104

CH 309 Advanced Organic Chemistry
This course will focus on methods of classical and modern synthesis. Prerequisite: CH 306

CH 312 Molecular Structure
Topics related to the structures of molecules are discussed: nuclear magnetic resonance, ultraviolet and infrared absorption, and mass spectrometry. An introduction to symmetry and group theory is also included. Prerequisite: CH 306

CH 313 Analytical Chemistry/Lab
This course is an introduction to the theory and practice of chemical analysis, the study of solution chemistry, methods of analysis, and interpretation of analytical data with a laboratory. Prerequisite: CH 104

CH 314 Inorganic Chemistry
The application of physical chemical principles to the study of inorganic systems with emphasis on the nature of chemical bonding and the study of transition metal chemistry is presented. Prerequisite: CH 104

CH 315, CH 316 Biochemistry/Lab
The concepts of modern biochemistry and molecular biology are presented in an integrated form. Topics include protein and nucleic acid biochemistry, protein and nucleic acid sequencing, bioinformatics, molecular evolution, structure-function relationships, biochemical genetics, enzyme kinetics, mechanisms and control, membrane biochemistry, biochemical thermodynamics, and metabolic pathways and their control. A laboratory is required in CH 316. For CH 315, Prerequisite: CH 306 with a minimum final grade of C-. For CH 316, Prerequisite: CH 315

CH 319 Biochemistry of Nutrition
An introduction to the nutrients humans require: carbohydrates, lipids, proteins, vitamins, minerals and water. The source of these nutrients, their structure and function, digestion, absorption, transport, storage, and metabolism are studied. Diseases associated with these nutrients are examined. Prerequisite: CH102 or CH 305

CH 321 Instrumental Analysis
Theory and practice of modern chemical instrumentation and the interpretation of experimental data is introduced. A laboratory is required. Prerequisite: CH 313

CH 402A Seminar: Science and Public Policy
Topics include environmental issues and their impact upon society, science, and public policy. Prerequisite: junior status or instructor permission

CH 404 Seminar: Biochemical Topics
Topics for this seminar are drawn from molecular and cellular biochemistry and related sciences. Prerequisite: CH 315 CH 409, CH 410 Individualized Study
PY 101 Introductory Physics for the Health Sciences
This course is an algebra-based introduction to the topics and fundamental concepts of physics that are applicable in the various allied health professions. It covers selected topics such as forces and motion, energy, waves, sound, electricity and magnetism, the electromagnetic spectrum, optics, and a basic introduction to nuclear and radiation physics. This course is not applicable toward natural science majors that have specific physics requirements or recommendations at a more advanced level, nor does it prepare students for admission to professional programs in schools of medicine, dentistry, veterinary medicine, or pharmacy. Prerequisite: QR 101

PY 409, 410 Individualized Study

QUANTITATIVE REASONING & MATHEMATICS COURSE DESCRIPTIONS

QR 101 Quantitative Reasoning
This course focuses on the importance of mathematics in the real world. Topics include logic and problem solving, quantitative information in everyday life, mathematical modeling, and other real-world applications. The course is designed to enhance the ability of students to analyze quantitative information, and it serves as foundation for other courses in mathematics. Note: QR 101A is a 4-credit course with a Lab component attached to it. This means that in addition to the regular instruction time the students in this course will meet another 1.5 hr/week for further supplemental instructions.

MA 101A Pre-Calculus
This course is designed to prepare students for calculus. The topics cover several function classes including linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions. Both algebraic and graphical techniques will be used to study these functions and their applications throughout the course. This course also introduces the concept and computation of limits which are necessary to begin the Calculus course. Prerequisites: C- or better in QR 101 (or in QR 101A) or satisfactory score on Accuplacer.

MA 105 Concepts in Contemporary Mathematics
Topics in this course will include: discrete and finite mathematics selected from social choice, graph theory, combinatorics, probability, matrices, linear programming, and game theory. Students will also consider their applications to the natural and social sciences. Required for this course is a knowledge of the basic concepts of algebra including inequalities and functions and their graphs. Prerequisites: C- or better in QR 101 (or in QR 101A) or satisfactory score on Accuplacer.

MA 203, MA 204 Intermediate Analysis
This course will focus on vector analysis, curves and surfaces, functions of several variables, partial differentiation, multiple integration, line integrals, Green’s Theorem, and an introduction to differential equations. Prerequisite: MA 106; MA 203 for MA 204

MA 210 Statistics
This course will include a study of basic principles of statistics, including descriptive methods, hypothesis tests, estimation, correlation and regression, analysis of variance and Chi-square test of independence. Emphasis will be on applications. Prerequisites: C- or better in QR 101 (or in QR 101A) or satisfactory score on Accuplacer.

MA 211, MA 212 Statistical Methods
This course will focus on the basic principles of statistics, including descriptive methods, classical and nonparametric tests, estimation, correlations, regression, and analysis of variance. Emphasis will be on applications and consideration of the use of the computer in statistical analysis. Prerequisites: C- or better in QR 101 or satisfactory score on Accuplacer for MA 211. Prerequisites: MA 211 for MA 212. (Note MA 211 without MA 212 does not satisfy the mathematics requirement for graduation.)

MA 253 Linear Algebra
In this course students will study systems of linear equations, matrices, vector spaces, and linear transformations. They will also consider
applications to the natural and social sciences. Prerequisite: MA 106

MA 326 Geometry
This course offers a historical introduction to geometry, Hilbert’s axioms for Euclidean geometry, absolute geometry, the parallel postulate, Saccheri quadrilaterals, hyperbolic geometry, and geometric models. Prerequisites: MA 203 and MA 253

MA 328 Number Theory
Topics for this course include: basic properties of the integers, congruences, number-theoretic functions, quadratic reciprocity, the representation of numbers, Diophantine equations, and primes. Prerequisites: MA 203 and MA 253

MA 353, MA 354 Seminar: Algebraic Structures
These courses examine rings, fields, integral domains, and polynomial rings, groups through quotient groups, graph theory and applications. Prerequisites are MA 204 and MA 253 for MA 353; MA 353 for MA 354.

Note: The department may occasionally offer additional mathematics courses with permission of the school dean; however, Regis does not guarantee the offering of the following additional mathematics courses: MA 220 (Discrete Mathematics), MA 222 (Financial Mathematics), MA 321-322 (Mathematical Statistics), MA 323.

ID 224A Natural Sciences: The Physical Sciences Perspectives
For ID 224A course description see Interdisciplinary Courses

THEATRE
See Humanities

WOMEN’S & GENDER STUDIES
See Mary Anne Vetterling, Associate Dean of Liberal Arts.

The Women’s Studies Program enables female and male students to achieve a more complete understanding of human experiences of gender by developing new critical and creative skills in investigating women’s experience. As an interdisciplinary program, it complements virtually any major and can contribute significantly to students’ personal growth.

The Women’s Studies Program annually awards the Mary C. Bryan Women’s Studies Award, which is given for student works which in some way enhance the understanding of women’s experience.

WOMEN’S STUDIES MINOR
Required for the Minor
WS 201 and five courses representing at least three different disciplines on the approved list of women’s studies courses. Please consult with the coordinator of women’s and gender studies for this approved list and see the department of Politics and Social Justice for additional information.
General
Enrollment in graduate programs is on a part-time or full-time basis contingent upon the academic background and career goals of the student. Non-matriculated students will be accepted for individual courses on a space available basis. Programs requiring fewer than 37 credits must be completed within five years, with the exception of the Doctor of Nursing Practice program which is 36 credits and must be completed within 7 years. Programs requiring 37 or more credits must be completed within seven years, with the following exceptions: the MS in Occupational Therapy, the MS in Applied Behavior Analysis, and the MA in Counseling Psychology program which must be completed in five years. Applicants will be formally accepted in writing only after all admission requirements have been fulfilled. In cases where entrance requirements have not been fulfilled, the applicant may be permitted to take no more than two courses prior to acceptance. Admission as a non-matriculant implies no commitment for admission to a degree program. No student is considered admitted to a graduate program until such notice has been sent.

All documents, transcripts, and other papers submitted for admission become the property of the Office of Graduate Admission and will not be returned.

Each student will be assigned an advisor upon acceptance as a matriculating student. The advisor will help the student to plan a program of study and choose courses for each semester.

Course Competency Equivalence Procedure
In some graduate programs and in cases when a graduate student believes that standards for a given course have been met, application may be made to demonstrate those standards or competencies through documentation and testing. Based on the requirements of the particular graduate program, a student may be required to select an elective in place of the course for which proof of the standards is demonstrated.

The student should contact the graduate program director for additional information and assistance.

Grades
Grades are issued at the close of each semester and after each summer session.

The quality of a student’s course work is indicated by grades with the following significance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>NP</td>
<td>No pass (Failure)</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>WP</td>
<td>Withdrew/Pass</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>WF</td>
<td>Withdrew/Fail</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>
The passing grade range is as follows: A, A-, B+, B, B-. The high passing grade of A is awarded for distinguished course work. The ordinary passing grade of B is awarded for course work that is clearly satisfactory. Any grade below B- is considered a failing grade. Two such grades will result in the student’s dismissal from the program.

If a student withdraws before the sixth scheduled class meeting in a traditional semester course, the student will receive a “WP” on the academic record; if after the sixth meeting, the student will receive a “WP” if passing the course and a “WF” if failing the course. A “WF” grade will be considered a failing grade for purposes of academic standing.

If a student withdraws from a non-traditional course (i.e. turbo, hybrid or monthly/weekend format), the student will be evaluated on an individual basis and receive either a “WP” or “WF”.

Academic Mandatory Leave of Absence
Graduate students who receive two failing grades—and are thus dismissed from their academic program—will be placed on a mandatory leave of absence from Regis for at least one semester. During this leave, students are permitted to apply for admission to a new graduate program. If a student is successfully admitted to a new program and wishes to resume studies at Regis, he/she may petition the Associate Dean of Graduate Affairs to return to Regis. All petitions must be in writing.

During an academic leave of absence, a student may consult with academic advisors and other Regis officials to discuss alternative academic plans. They should not, however, access other Regis resources (fitness center, library, health services, etc.).

Leave of Absence Policy for Graduate Students
A leave of absence is intended to recognize situations in which a student, for sufficient reason, is temporarily unable to progress in her/his graduate program for more than one semester. During such a leave, a student has no access to Regis facilities and should not expect to have regular contact with advisors or committee members. A leave, however, does not extend the overall time limitation on degree programs (see above). Leaves of absence are granted for a maximum of four consecutive semesters (fall, spring, summer 1, summer 2) by petition to the Graduate Program Director and Associate Dean of Graduate Affairs. Students pursuing a leave of Absence should follow the procedure below:

Before Beginning your Leave of Absence

- Complete the “Graduate Student Petition for Waiver of Continuous Registration” form.
- Submit your completed form to the Associate Dean of Graduate Affairs.*

Before Returning from your Leave of Absence

- Complete the “Graduate Student Petition to End Leave of Absence” form.
- Speak to your Graduate Program Director to ensure that you will be able to satisfactorily complete your degree.
- Submit your completed form to the Associate Dean of Graduate Affairs. You may not register for classes before receiving approval to return from the Associate Dean.**

Policy on the Integration of Graduate Courses and Undergraduate Degree Requirements
Upon the approval of their undergraduate advisor and the appropriate graduate program director, qualified undergraduate students may enroll in specified Regis graduate courses. Up to three Regis graduate courses may count toward both the total number of courses

* While Graduate Students are not required to make a formal Leave of Absence request if they will only be away for one semester, it is expected that they will not make use of College resources during semesters when they are not enrolled.

** Students may be required to take additional steps before resuming studies based on the discretion of the Associate Dean of Graduate Affairs, the Graduate Program Director and the Vice President of Student Affairs.
required for the baccalaureate degree and the total number of courses required for the Regis master’s degree. Only one graduate course may be taken per semester.

Procedures and Student Qualifications
Undergraduate students with an overall GPA of at least 3.0 and with at least two completed full-time semesters (or equivalent) at Regis and one additional completed full-time (or equivalent) semester at Regis or another accredited college or university may seek permission to enroll in a graduate level course no earlier than the spring term of their junior year. The qualified student must meet with the appropriate graduate program director and undergraduate advisor. With the written approval of both, the student may enroll in the specified graduate level course(s). These graduate courses provide academic credit toward completion of the bachelor’s degree and, with the grade of B- or better, will fulfill some of the course requirements of the Regis graduate degree. A lesser (but passing) graduate course grade may only count toward the baccalaureate degree and will not count toward the graduate degree.

The Graduate Record Examination or similar qualifying examination will be waived for Regis students who achieve grades of B- or better in at least two Regis graduate level courses. Formal admission into a Regis master’s program will be available for these students upon completion of the Regis baccalaureate degree with a cumulative GPA of 3.0 or better and upon completion of the appropriate graduate application process (which may include letters of reference).

Time Limit and Registration Requirements
The time limit for completion of all Regis master’s degree requirements, including any research or thesis project, is five years (for programs with 36 credits or less and the MS in Occupational Therapy) or seven years (for programs with more than 36 credits) from the date of matriculation. This includes the semester in which the degree is awarded. Students who are unable to complete their program requirements within the specified number of years can apply for an extension of time from their Graduate Program Director.

Registration in a minimum of two semesters per year is required to assure steady progress toward completion of the degree, except when a leave of absence has been granted. The names of persons not registered or not on an approved leave of absence for three consecutive semesters may be removed from the roster.

At the thesis or dissertation stage, students must maintain continuous registration, unless a leave of absence has been granted. Students who have completed or have already enrolled for all needed credits and who need to maintain continuous enrollment while completing a thesis, project, or other degree requirements must enroll for the one credit Graduate Seminar (GD 999) and pay a $150 enrollment maintenance fee in addition to any other required fees. This fee provides the student with access to college facilities and regular contact with faculty advisors and/or committee members.

Transfer Credit
Transfer of credit from another approved institution of higher learning will be allowed if it is for graduate work done within five years prior to enrolling in Regis and the grade received for the work is not less than B-. No more than two courses (six credits) may be transferred. Since graduate programs are standard-based, only those courses will be accepted that correlate with standards for the particular component of the program in which the student is enrolled. Students applying for transfer credit are required to submit to the appropriate graduate program director a transcript and a syllabus or detailed course description of those courses for which they are requesting transfer credit. Transfer of credit is not applicable for the Doctor of Education (EdD) program.

Academic Integrity
Please see General College Policies and Procedures.

Other Policies
All general Regis policies are applicable to graduate students.

Program Specific Policies
Individual programs may have additional handbooks, guidelines and/or addenda, the policies of which take precedence. All general college policies are applicable to graduate students.
Applications for admission to a graduate program should be submitted to the Office of Graduate Admission, Regis College, 235 Wellesley St., Weston, MA 02493-1571. A decision will be made within two to four weeks of submission of all admission materials (See criteria below).

Consideration is given to all candidates without regard to race, color, religious affiliation, national or ethnic origin, or learning or physical disability.

Admission Criteria *
Please submit the following materials for graduate admission consideration in one of the graduate programs**: 
- Proof of bachelor’s degree completion from accredited degree-granting institution
- Official transcript(s) from each college or university attended
- Complete application form
- Letter(s) of recommendation (Please visit program webpage for exact number of recommendation letters required.)
- Resume/CV
- $65 application fee, $75 fee for Nursing and Applied Behavior Analysis, application fees for Occupational Therapy are posted on the OTCAS website
- GRE or MAT scores†
- Personal Statement (Please discuss your educational and career goals.)

* Students applying to the Master of Arts in Teaching program must also successfully complete the Massachusetts Educator Test.

** For students applying to the Master of Science in Occupational Therapy, Regis accepts applications solely through the Centralized Application System for Occupational Therapy (OTCAS) portal: https://portal.otcas.org/. Please review the OTCAS for all application requirements and deadlines.

† Students may enroll in two Regis graduate courses and submit their grades in lieu of GRE or MAT test scores with the exception of the Accelerated BS/MS in Nursing Program and the MS in Occupational Therapy. Please consult the Office of Graduate Admission for current application deadlines and to determine if any additional materials are necessary: 781-768-7330.
All students applying for need-based assistance must complete the following:

- Regis College (Title IV Code #002206) must be designated as a recipient of this information.

**Types of Federal Financial Aid**

- Direct Loans
- Graduate Direct PLUS Loan
- Perkins Loans
- Federal Work Study
- Nurse Faculty Loan Program (NFLP)*

*for details, please visit www.regiscollege.edu/admission/nursing-faculty-loan-program.cfm

Regis participates in alternative financing programs that allow the student to pay through long-term financing or in monthly installments. Further information and applications may be obtained from the Regis website www.regiscollege.edu/applicationprocess

For additional information please contact the Office of Financial Aid located in the

**Center for Student Services**

College Hall 221
Regis College
235 Wellesley Street
Weston, MA 02493-1571
Phone: 781-768-7270
Fax: 781-768-7225
E-mail: finaid@regiscollege.edu
Tuition, Fees, and Other Charges
Contact the Bursar’s Office in the Center for Student Services directly at 781-768-7270 for updated information and a complete list of tuition, fees, and other charges. Current tuition fees can be found at www.regiscollege.edu/mstrstuition. The Bursar’s office may also be reached by e-mail at student.accounts@regiscollege.edu. All tuition, fees, and other charges are reviewed annually by the Board of Trustees, who reserve the right to change them at any time. Tuition, fees, and other charges do not include costs for textbooks, supplies, personal items, and transportation. Such costs will vary depending upon each student’s personal needs. All application fees, deposits, and registration fees are nonrefundable. Special fees such as those for laboratory technology, science, art, and photography courses are refundable only if a student withdraws prior to the commencement of classes.

Bursar’s Office
Regis is committed to doing everything possible to assist and guide students through the financial process. The Bursar’s Office is responsible for the billing and collection of all tuition, housing, and other charges and fees.

The Bursar’s Office is part of the Business Office and is located in the Center for Student Services, CH 221, on the second floor of College Hall. The Bursar’s Office may be contacted directly Monday through Thursday, 9am to 6pm, and Friday, 9am to 4:30pm. Telephone: 781-768-7270 E-mail: student.accounts@regiscollege.edu

Bursar’s Office Policies and Procedures
The following Bursar’s Office policies and procedures are required to ensure effective business practices and compliance with federal, state, and other regulations, including those of the U.S. Department of Education. Questions should be directed to the Bursar. References hereafter to student account statement or student bill are terms that are used interchangeably and relate to any periodic billing statement.

Graduate bills for the academic year commencing in September are available in students’ Regis Access accounts in August for the fall semester and in December for the spring semester. The exact due date is shown on the billing statements. If unable to meet the due date, the student should immediately contact the Bursar’s Office well in advance of the due date. All 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.

Payment Policies and Procedures
Student account bills may be paid in person at the Center for Student Services; Otherwise, payments should be mailed to:
Regis College, c/o Century Bank, P.O. Box 87, Medford, MA 02155
Online credit card payments and electronic fund transfers may be made at: www.regiscollege.edu/currentstudents. Payment by VISA, MasterCard, American Express, or Discover Card is accepted. Students may view account statements at any time on their Regis Access accounts. Students assume full responsibility for payment of their accounts with Regis and for any and all costs incurred to collect payment, including late fees, collection costs, and attorney’s fees.

Fees
Late Fee: All accounts not settled by each semester’s billing due date will be assessed a $100 per semester late payment fee. Additional monthly late payment charges may be assessed.
Graduation Fee: A mandatory $225 graduation fee will be charged to all graduating students.
Technology Fee: For some students a technology fee may apply.

Refund Policies
These refund policies apply to a student who withdraws, drops out, takes a leave of absence, or otherwise fails to complete an enrollment period. Enrollment periods are on a semester basis for the academic year of September through May. A separate refund schedule applies to courses offered in the summer sessions.

The following schedule for semester-length courses is used to determine the portion of tuition, room and board charges, and course-related fees that will be refunded depending upon the withdrawal date from a course or from Regis. The date of withdrawal is generally considered to be the last day the student attended classes.

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of classes</td>
<td>100%</td>
</tr>
<tr>
<td>During the 1st and 2nd week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During the 3rd week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During the 4th week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>During the 5th week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal after the 5th week of class</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Withdrawals
A student who is withdrawing from Regis must complete a Withdrawal Form that may be obtained from the Registrar’s Office in the Center for Student Services. It is the student’s responsibility to obtain the necessary authorized signatures in order to ensure that all academic and financial matters are settled before the student leaves. Refunds will be delayed for any student who has not properly withdrawn.

A student is responsible for any charges due to Regis that have not been paid at the time of withdrawal. Any refund scheduled to be returned to a student will first be applied to unpaid institutional charges, if any.

Payment Plans
Students who are unable to pay all required tuition and fees at one time are encouraged to investigate the monthly budget payment plan option. A monthly installment payment plan is offered by Regis through Tuition Management Systems.
Enroll through https://regiscollege'afford. The amount budgeted may be paid in ten monthly installments for full-time students (payments commencing June 1) and in four or five monthly installments per semester for part-time students. There are nominal annual or per semester application fees for the plan. There is no interest or other finance charges.

Tuition budget plans terminated for non-payment may result in the assessment of late payment charges by Regis.

**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 by Regis in due course. 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 credited to the bill. In that instance, the bill may be subject 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 credited by Regis 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 amounts, if any, will be reflected on the next billing.

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to Regis. Federal Stafford Loans, for example, are subject to fees of 1 to 4 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans. Students who expect to receive financial aid or loans from any source, including Regis, should begin their application process well in advance of the beginning of the Academic Year.

**Outside Scholarships/Awards**

Students who have been awarded an outside scholarship may deduct it from the bill only if they furnish the Bursar’s Office and the Office of Financial Aid with a copy of the notification of award prior to the billing due date. A credit will not appear on the bill until such scholarships/awards are actually received by Regis.

If an outside organization requires a Statement of Account from Regis or verification of enrollment, the student must furnish the Bursar’s Office with the necessary authorization form as soon as possible prior to the billing due date.

**Third-Party Billings**

If an outside agency (e.g., Department of Veterans Affairs, the U.S. Army Reserve, etc.) has agreed to pay all or part of the student’s bill, the student must provide the Bursar’s Office with a billing authorization form or a copy of the reimbursement agreement from the third party on or prior to the payment due date. The Bursar’s Office will then bill the agency for the appropriate amount.

**Health Insurance**

Massachusetts law requires all graduate students taking 6.75 credits or more to either demonstrate proof of comparable health insurance coverage or purchase a qualifying student health insurance plan. In order to assure that ALL Regis students are properly insured to meet the state law, all students are initially charged on their student account for the cost of the Harvard Pilgrim Health Care Student Injury and Sickness Insurance Plan. It is then your choice whether to enroll in this insurance plan.
or waive the insurance and remain on your family or individual plan. Once a student has enrolled in the Plan, the fee will not be removed from the student’s account. The enrollment/waiver period will be July to September.

To waive this insurance, visit: www.gallagherstudent.com/regis

To enroll in this plan, you must also visit www.gallagherstudent.com/regis. Inquiries regarding plan coverage and related health services matters should be made to the Community Health Services facility located in Maria Hall, 781-768-7290.

Gallagher Student Health and Special Risk can be reached toll free number at 844-484-0087 or by email regisstudent@gallagherstudent.com
Organization and Administration
Graduate programs are administered by the Graduate Program Directors in conjunction with the Associate Dean and Dean of their respective schools.

Goals
The following goals of the Regis graduate studies programs flow from the Regis Mission Statement.

The graduate programs are dedicated to providing advanced professional education for women and men in their chosen fields of service/practice. To achieve this goal, the graduate programs foster knowledge of the theoretical issues, research data, and literature pertinent to each field and its ancillary fields, the attitude toward persons serviced by various fields, and toward the discipline itself.

The graduate programs are dedicated to providing students with the highest quality of educational experience as a model for services they will be rendering.

To this end, the graduate programs value the individuality of each student; offer flexibility and guidance to meet particular needs of students; provide expert instruction designed to develop required competencies; provide practical experience in applying knowledge, attitudes, and skills; provide guided experience in communicating results of intellectually creative work; and serve as an ongoing resource for graduates by providing career guidance.

Master’s Degrees Offered
Regis offers three master’s degrees: the Master of Arts in Teaching (MAT), the Master of Arts (MA), and the Master of Science (MS).

The MAT includes three programs: Interdisciplinary Studies, Special Education (Moderate Disabilities), and Reading.

The MA includes two programs: Counseling Psychology and Heritage Studies for a Global Society.

The MS includes eight programs: Applied Behavior Analysis, Biomedical Sciences, Health Administration, Organizational and Professional Communication, Molecular Imaging and Therapeutics, Nursing, Occupational Therapy, and Regulatory and Clinical Research Management.

- The Master of Arts in Teaching Interdisciplinary Studies degree prepares program participants for continued professional development in teaching and curriculum work in elementary schools.
- The Master of Arts in Teaching Special Education (Moderate Disabilities) degree prepares program participants for continued professional development as teachers in inclusive settings in Pre K–8 and 5–12 grade levels.
- The Master of Arts in Teaching Reading offered in collaboration with Massachusetts General Hospital Institute of Health Professions prepares students to help alleviate a local and nationwide shortage of teachers with expertise in reading.
- The Master of Arts in Counseling Psychology is designed to develop highly qualified healthcare professionals and leaders in the field of counseling psychology.
Through a program of study focused on critical theories, research and applications of psychology with an emphasis on the social, political, economic, and cultural contexts of practice, as well as hands-on field experience in various healthcare settings, students develop the skills needed to meet the increasing demand for counseling psychology services in hospitals, schools, universities, social service agencies, mental health centers, substance abuse treatment clinics, and private companies.

- 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.

- The Master of Science in Applied Behavior Analysis (ABA) is designed to prepare students to address the behavioral needs of individuals across diverse settings. Applications of ABA are most commonly associated with special education and providing behavioral treatment for individuals diagnosed with developmental and intellectual disabilities (e.g., Autism Spectrum Disorders); however, ABA also includes diverse applications such as general education, organizational behavior management, behavioral medicine, behavioral pharmacology, and exercise and health. The 42-credit program is designed for busy professionals with courses offered on evenings and weekends.

- The Master of Science in Biomedical Sciences 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 Master of Science degree program in Health Administration is designed to develop highly effective health administrators and leaders, through a program of study focused on the critical ethical, legal, social, political, management, and leadership issues in Health Administration.

- The Master of Science in Organizational and Professional Communication prepares students to address contemporary communication challenges through the development of advanced skills in the following areas: research, technology, oral presentation, professional writing, and social media. The program provides linkages between theory and practice through the use of project-based activities that employ quantitative and qualitative research methodologies.

- The Master of Science in Molecular Imaging and Therapeutics is designed to prepare students for a deep understanding of the array of imaging modalities and techniques applicable to the field of molecular imaging, therapeutics, and regulatory and clinical research management.

- The Master of Science degree in Nursing program has multiple entry points/tracks:
  - The Master of Science in Nursing Upward Mobility track for nurses with an associate’s degree or diploma in nursing.
  - The Master of Science in Nursing track for nurses who have earned a BS in nursing.
  - The Master of Science in Nursing track for non-nurses who have earned a BA or BS in another field.
All tracks lead to the Master of Science degree in Nursing with options in:

- Nursing Leadership/Health Administration
- Nursing Leadership/Regulatory and Clinical Research Management
- Nursing Leadership/Health Informatics
- Nursing Leadership/Health Policy
- Nurse Practitioner (Family, Pediatrics, Women’s Health, Psychiatric-Mental Health, Adult/Geriatric)
- Clinical Nurse Specialist (Adult Gerontology Acute Care)

The Master of Science in Occupational Therapy (OT) is designed to prepare students to enter the profession with the skills necessary to assess the whole person, develop client-centered evidence-based intervention plans, and use occupation as a means to improve the well-being of a diverse population of individuals within a multicultural society.

The Master of Science degree program in Regulatory and Clinical Research Management is designed for professionals to start, advance, or transition their careers in the pharmaceutical, biotechnology, or device product industries; research entities; or clinical research organizations.

Graduate program courses are offered in each of four sessions: fall, spring, summer session I, and summer session II.

Certificates

- The Post-Baccalaureate Certificate in Nuclear Medicine (for students holding a BA or BS in a nonmedical 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.
- The six-course and supervised practicum/fieldwork Graduate Certificate in Applied Behavior Analysis affords students the opportunity to learn the fundamentals of ABA while gaining valuable experiences applying and evaluating the principles and methods of ABA in a supervised setting.
- The four-course Graduate Certificate in Gerontology is designed for students who wish to prepare for work with older adults and for professionals already working with the elderly.
- The five-course Graduate Certificate in Health Administration is designed to begin to prepare students to become highly effective health administrators and leaders. The five courses provide initial insight into the critical ethical, legal, social, political, management and leadership issues in health administration.
- The four-course Graduate Certificate in Health Communication provides graduate students with communication strategies and tools which they can employ in dealing with problems and issues in today’s health care environment.
- The four-course Graduate Certificate in Health Informatics is designed to introduce health care providers to the informatics industry; its current state of the art, systems and management. Students starting the program after August of 2013 will be required to complete five courses to earn the certificate.
- 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 four-course Graduate Certificate in Museum Studies is designed for individuals interested in pursuing work within museums and other public heritage sites. The courses are designed to integrate both the theory, history, and practice of museum work and public history.

- The four-course Graduate Certificate of Professional Writing for New Media uses traditional on-the-ground format on evenings and weekends along with hybrid delivery so working professionals can enhance their skills and build a portfolio. Two courses will apply to the MS in Organizational and Professional Communication program.

- The six-course 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.

- The four-course Graduate Certificate in Regulatory and Clinical Research Management has two specialization tracks: Regulatory Management and Clinical Research Management. The Certificate courses provide essential information needed for careers in medical product regulatory affairs and in clinical research administration.

- The four-course post-master’s certificate in Higher Education Leadership is designed for master’s or doctorally prepared university or college administrators, who are looking to expand, broaden, and renew their understanding and expertise in higher education.

- The four-course post-master’s certificate in Nursing Education is designed for nurses interested in teaching nursing at the AD, BS, and MS levels.

- The post-master’s certificate for nurse practitioners prepares nurses to sit for certification in pediatric, family, women’s health, psychiatric/mental health, or adult/geriatric primary care. The number of courses varies based on the student’s educational preparation.

Doctoral Degrees Offered
Regis offers the Doctorate of Nursing Practice (DNP) and the Doctor of Education in Higher Education Leadership (EdD).

The DNP is a practice degree, with a strong focus on research and evidence-based practice. Areas of concentration include: Gerontology, Health Informatics, Health Policy, Hospitalist Nurse Practitioner, Integrative Health, Nursing Education, and Nursing Leadership.

The EdD in Higher Education Leadership is designed to prepare scholarly practitioners with the skills needed to connect research with practice, lead high-performing organizations, and contribute to student learning.
DOCTOR OF EDUCATION IN HIGHER EDUCATION LEADERSHIP

Priscilla Boerger, Program Director

The mission of the EdD in Higher Education Leadership program at Regis is to prepare scholarly-practitioners with the skills needed to connect research with practice, lead high-performing organizations, and contribute to student learning. The program is directly aimed at working professionals in education and other leadership venues serving in capacities that focus on 1) academic administration; 2) teaching and learning; and 3) institutional research, planning, and advancement.

The EdD program in Higher Education Leadership supports the College’s interest in preparing students for roles of leadership and service in the modern world. Students will choose between administration; teaching and learning; and institutional research, planning and advancement to develop a concentration in higher education leadership that is aligned with their current professional work or career goals.

Graduates of the EdD program in Higher Education Leadership will be scholarly practitioners who:

1. Are able to use self-analysis, inquiry, and purposeful reflection to continually improve their own practice;
2. Ask engaging and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results of the investigations, and effectively communicate the results to professionals and lay persons alike;
3. Analyze the dynamics of higher educational systems and leverage those systems in coherent, aligned strategies for educational change by creating democratic learning communities that move systems toward meeting institutional goals;
4. Demonstrate the knowledge and ability to ensure that all students are producing high quality work and achieving at optimum levels by fostering effective curricular programs, student-centered learning environments, and accountable academic cultures that reflect high expectations for student outcomes;
5. Are culturally competent and advocate purposefully for equity in diverse academic environments;
6. Inspire shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement;
7. Are practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in diverse academic environments advancing the institutional mission and goals;
8. Value the application of theory in practice and conduct systemic institutional inquiry, identifying critical issues using data to drive decision-making; and
9. Express ideas clearly both orally and in writing, listen well, and exhibit ethical standards consistent with a professional community.

The EdD in Higher Education Leadership at Regis offered through the School of Arts and Sciences is constructed accounting for all aspects described in Sections I and II. It is designed as a three (3) year degree program to produce “Scholarly Practitioners” and, to this end, requires
three (3) capstone experiences in lieu of a traditional doctoral thesis. It is a fifty-one (51) credit program consisting of:

- One (1) Foundational Course
- Four (4) Methods of Analysis and Evaluation Courses
- Five (5) Problem-Based Methods Courses
- Three (3) Capstone Experiences
- Four (4) Concentration Courses

Three Concentrations are available: Academic Administration; Teaching and Learning; and Institutional Research, Planning and Advancement.

In addition, the four program themes representing “signature pedagogies” are embedded throughout the curriculum:

- Leadership
- Accountability
- Equity and Diversity
- Learning and Instruction

During their first year, students will develop foundational skills in leadership coupled with methods of inquiry. In the second year, students build upon the broad base of knowledge gained in the program while taking specialization courses that align most closely with the student’s career objectives. Each specialization exposes students to cutting-edge research and context-specific best practices with an emphasis on the application of theory to practice, utilizing a problem-based learning pedagogical approach. Lastly, the third year is characterized by integration and synthesis whereby students design and implement a culminating capstone project linking policy and practice.

More technically, the fifty-one (51) required credits for the EdD in Higher Education Leadership consist of a total of thirty-nine (39) credits of common core courses and one area of concentration with a corresponding number of electives totaling twelve (12) credits. Course requirements for each of the concentration areas are listed after the core program requirements below.

Financing
Students enrolled in the Doctor of Education in Higher Education Leadership Graduate Program at Regis are eligible to apply for financial aid. The following funding options are available:

Financial Aid - Graduate Loans
In order to be eligible for financial aid, students must be fully accepted into the EdD program and enrolled in at least 6 credits. The Office of Financial Aid can be reached at 781-768-7270 or finaid@regiscollege.edu.

Monthly Payment Plan
A monthly payment plan can be established to pay tuition in installments over a semester or academic year through the Tuition Management Systems. The TMS is an interest-free alternative to lump-sum payments at bill time. There is an annual enrollment fee. Further information may be obtained from the Center for Student Services at 781-768-7270 or by calling TMS at 800-722-4867.

Graduate Assistantships
Regis Graduate Assistants serve in support roles within individual offices on campus while completing a graduate degree. Graduate assistants may assist with instructional responsibilities as tutors, or are employed by other college departments (such as admission, academic advising, or student services) in an entry-level capacity. More information and an application can be found at www.regiscollege.edu/admission/mstrs-Assistantships.cfm
President Catholic Leadership Scholarship
With a shared sense of mission to educate students in the Catholic tradition, Regis extends two fully funded positions to educators and administrators at Catholic colleges and universities. Administrator or faculty member must be nominated by supervisor and must have served at home institution for a minimum of three years. For more information, please contact the Office of Graduate Affairs at 781-768-7330.

Tuition Remission Policy for Regis Faculty and Staff
The Regis tuition remission program is a benefit available to Regis employees which covers the tuition cost of one on-campus undergraduate or graduate course per academic semester, for a total of four courses per academic year (see Regis Faculty Handbook). To participate in the tuition remission program, employees must complete the Regis Tuition Remission Request form for Staff/Faculty. As stated on that form, the tuition remission benefit is subject to several conditions, including “[a]vailable classroom space and approval of instructor.” The financial structure of the EdD program limits the space available for Regis employees to receive tuition remission for that program. Specifically, the EdD program was approved in December, 2012 on the condition that a maximum of two (2) employees may be admitted to the program and eligible for the 100% tuition remission benefit in any given year. All Regis employees have equal access to the two tuition remission spaces in the EdD program. In practice, these spaces are granted on a first-come-first-serve basis with a waiting list.

EdD in Higher Education Leadership Degree Requirements (51 Credits)

<table>
<thead>
<tr>
<th>Foundation</th>
<th>3 Credits</th>
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<tbody>
<tr>
<td>ED 801 Higher Education Leadership, Policy and Ethics</td>
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<table>
<thead>
<tr>
<th>Methods of Analysis and Evaluation (MAE)</th>
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<tbody>
<tr>
<td>ED 802 MAE I: Policy and Program Evaluation</td>
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<tr>
<td>ED 804 MAE II: Quantitative / Qualitative Analysis</td>
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<td>ED 806 MAE III: Advanced Quantitative Analysis</td>
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<td>ED 808 MAE IV: Literature Review</td>
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<tr>
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<tr>
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<td>ED 805 Higher Education Leadership: PBM II</td>
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</tr>
<tr>
<td>ED 807 Higher Education Leadership: PBM III</td>
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</tr>
<tr>
<td>ED 809 Higher Education Leadership: PBM IV</td>
<td>3</td>
</tr>
<tr>
<td>ED 811 Higher Education Leadership: PBM Capstone</td>
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<table>
<thead>
<tr>
<th>Capstone Project</th>
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<tbody>
<tr>
<td>ED 901 Capstone I: Design</td>
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<tr>
<td>ED 902 Capstone II: Implementation/Evidence</td>
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<tr>
<td>ED 903 Capstone III: Analysis/Outcomes</td>
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<table>
<thead>
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<th>Concentration in Academic Administration</th>
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<tr>
<td>ED 826 Instructional and Curriculum Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED 827 Higher Education Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>ED 828 Faculty Development and Curriculum Management</td>
<td>3</td>
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<tr>
<td>ED 829 Co-Curricular Development in Higher Education</td>
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<thead>
<tr>
<th>Concentration in Teaching and Learning</th>
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<tr>
<td>ED 830 Teaching and Learning in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 831 Measurement and Assessment</td>
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</table>
ED 832 Curriculum Design and Applications ......................................................... 3
ED 833 Instructional Theory and Models of Teaching ............................................. 3

Concentration in Institutional Research, Planning and Advancement 12 Credits
ED 834 Institutional Research in Higher Education ............................................. 3
ED 835 Higher Education Finance: Strategy, Costs and Value ................................ 3
ED 836 Institutional Advancement in Higher Education ....................................... 3
ED 837 Student Services and Enrollment Management in Higher Education ........... 3

Capstone Project

The capstone project for the EdD in Higher Education Leadership is in lieu of a traditional doctoral dissertation consistent with the capstone guidelines and recommendations of the Carnegie Project on the Education Doctorate (CPED). It is still expected to represent a seminal or substantial contribution to knowledge in which the student exhibits scholarship that is practitioner-based and policy-oriented, demonstrating the candidate’s ability to conduct independent research. All other core and concentration courses in the EdD program must be successfully completed prior to enrolling in the first capstone course (ED 901). Within the traditional thesis, candidates typically work independently in consultation with one full-time faculty member. In contrast, the capstone project is completed within the framework of three courses for each cohort. The instructor of record for each of the three capstone courses will serve in lieu of a traditional thesis committee and provide guidance and advice to each candidate enrolled within the course. Unlike the traditional thesis format, candidates will also benefit from the consistent collaboration and input of their peer candidates as colleagues throughout the three capstone courses.

The topic of the project is determined in the first capstone course (ED 901) with a research prospectus that is directed by the course instructor and in collaboration with colleagues – EdD program faculty and doctoral candidates. Successful completion of this first course is required in order to implement the research project which will be conducted by the candidate in the second capstone course (ED 902) with the same collaborative input throughout the process as in the first course. The third and final capstone course (ED 903) represents the culminating experience in which the final written research project is completed and presented to all faculty and candidates in the EdD program. In addition, during the third capstone course, all doctoral candidates are required to present their EdD portfolio.

Program Concentrations

The EdD in Higher Education Leadership mission, goals, and learning outcomes meet the College’s goal of “encouragement of excellence in teaching” on multiple levels, benefiting both students and faculty. For those individuals working in the areas of academic affairs, the concentration in academic administration will offer the opportunity for professional development to be effective decision-makers in their respective capacities. The program also emphasizes the “co-curricular” nature of higher education as essential in order to integrate both academic and student affairs in fulfillment of institutional mission and strategic goals. The program will promote excellence in instruction for all participants who choose to concentrate in teaching and learning. It will also provide current masters-prepared faculty the professional development opportunity to advance their education to earn their terminal degree, particularly for those individuals representing disciplines that do not have a terminal degree such as the PhD in their field. Additionally, the concentration in institutional research, planning, and advancement responds to the growing need to prepare executive management in institutional research for strategic planning purposes in order to advance the institution. This concentration is appropriate for those representing student affairs, finance and operations, enrollment management, and other relevant non-academic affairs executive positions in higher education. Finally, the College’s dedication “to the integration of theory and practice in such a way that students will be aware of the needs and problems of a changing society” will be addressed through the intersection of theory, practice, and applied practice-based research to produce “scholarly practitioners” through the Program.
COURSE DESCRIPTIONS

ED 801 Higher Education Leadership, Policy and Ethics
A critical examination of higher education leadership and organizational theories and ethical issues that colleges and universities face in the twenty-first century. Students will know and apply theory in order to objectively assess current leadership practices, systems theory, culture, diversity and change processes as they relate to individuals and higher education institutions.

ED 802 Methods of Analysis and Evaluation I: Policy and Program Evaluation
This course provides an introduction to and overview of quantitative and qualitative methods of program/policy evaluation and policy analysis concepts and methods in higher education. The primary goal of this course is to instruct doctoral candidates to become consumers of educational research to read, understand, and think critically about educational policy and program evaluation. In addition, it will serve to introduce students to qualitative research and quantitative statistical approaches in order to become producers of policy-oriented research. Taken with ED 801.

ED 803 Higher Education Leadership: Problem-Based Methods I
This advanced seminar builds upon the knowledge and skills acquired in ED 801 and ED 802 in which students focus on integrating the concepts of systems theory, culture, and diversity within the context of a comprehensive semester-long research project in which students will conduct a comprehensive education program evaluation and provide proposed solutions.

ED 804 Methods of Analysis and Evaluation II: Quantitative / Qualitative Analysis
This is the second class of a four-course sequence designed to provide an overview of qualitative and quantitative research design and analysis in social and behavioral research. Emphasis is placed on understanding the process of social and educational research in field settings, developing data collection tools, producing high-quality quantitative and qualitative data, and descriptive statistical analysis. The class projects will build upon readings and themes addressed in ED 802.

ED 805 Higher Education Leadership: Problem-Based Methods II
This advanced problem-based methods course in which students will conduct a comprehensive semester-long research project using the same subject of policy/program evaluation in ED 803 or a different one in which quantitative and qualitative methods acquired in ED 804 are applied concurrently. The experiential learning approach focuses on the design, implementation, and assessment of policy/program solutions, emphasizing collaboration, team oriented, and independent learning which support the program outcomes.

ED 806 Methods of Analysis and Evaluation III: Advanced Quantitative Methods
This is the third course in a four-course sequence designed to provide additional quantitative skills from applied statistical analysis. Emphasis is placed on inferential methods acknowledging, understanding, and applying the role of uncertainty in the analysis of policy/program solutions and constructing evidence for testing hypotheses. The class projects will build upon readings and themes in ED 803 and ED 805.

ED 807 Higher Education Leadership: Problem-Based Methods III
This third problem-based methods course furthers the application of knowledge gained in ED 805. The course focuses on a current topic within the field of higher education leadership and engages candidates to conduct a literature review and identify possible solutions. Topics include, but are not limited to: faculty governance, role of the professoriate, alternative delivery models, and changes in relevant federal legislation.

ED 808 Methods of Analysis and Evaluation IV: Literature Review
This course is focused on the analysis of literature as the basis for research and the formulation of hypotheses that extend the literature to make seminal contributions in the context of applied policy/program-oriented research projects.

ED 809 Higher Education Leadership: Problem-Based Methods IV
This fourth problem-based methods course continues the study and application of knowledge gained in both ED 805 and ED 807. The course focuses on a current topic within the field of higher education leadership and engages candidates to design, implement, and assess a possible solution to a particular topic. Topics include, but are not limited to: faculty governance, role of the professoriate, alternative delivery models, and changes in relevant federal legislation.

ED 811 Higher Education Leadership: Problem-Based Methods Capstone
This final problem-based methods course represents the culminating experience in
which the course surveys trends on higher educational leadership and challenges students to identify a problem/issue in higher education leadership that has not yet received attention in the literature. It takes a normative approach focusing on the philosophical, political, economic, and sociological aspects of the changing landscape of higher education in the twenty-first century.

ED 826 Instructional and Curriculum Leadership
This course presents curriculum and instruction from a leadership perspective within the context of higher education. Candidates examine contemporary issues in higher education curriculum, including policy initiatives and reform efforts affecting curricular decision making. The course prepares candidates to analyze and design appropriate strategies for implementing and evaluating curricula and to investigate policy implications.

ED 827 Higher Education Legal Issues
Candidates will explore legal issues and their impact on post-secondary institutions. Topics include, but are not limited to the following: tenure, academic freedom, faculty employment, faculty governance, student legal issues, and tort liability. In addition, legal regulations and issues surrounding employee relations, recruitment and selection, training, benefits, compensation, diversity, documentation, and information systems will be covered.

ED 828 Faculty Development and Curriculum Management
This course will focus on the role of the professoriate through the lens of faculty development related to scholarship, teaching, and service. The relationship between faculty development and curriculum, instruction, and assessment will also be examined. Topics related to curriculum management will include syllabus development and program design, instructional delivery models, and assessment at the program and institutional levels, as well as the relationship of assessment to accreditation.

ED 829 Co-Curricular Development in Higher Education
This course focuses on the evolving learning-centered co-curricular environments of higher education. Candidates will use a problem-based learning approach to examine both the theory and application of experiential learning and community service learning curricula. Candidates will analyze research in the area of service learning, model strategies, and pedagogical methods inherent in service learning and develop a co-curricular service project or model for possible application.

ED 830 Teaching and Learning in Higher Education
This course prepares candidates to lead reform initiatives in teaching and learning in higher education settings. It focuses on the relationship among curriculum, instruction, and assessment. Candidates learn to analyze key issues and problems impacting teaching and learning in higher education.

ED 831 Measurement and Assessment
This course provides an introduction to issues in educational measurement and assessment with an emphasis on applications in higher education settings. Topics include: types of assessments including standardized tests, portfolios, performance tasks, and computer adaptive tests; test development; item writing and analysis; test administration; evaluating tests and items including reliability and validity; and interpreting test results.

ED 832 Curriculum Design and Applications
This course will focus on various curriculum models and instructional beliefs that influence the creation, organization, presentation, and assessment of curriculum in higher education. Candidates will reflect on their own views as well as competing ideologies in light of the “commonplaces” of education – the learner, teacher, subject matter, and the social and instructional milieu.

ED 833 Instructional Theory and Models of Teaching
This course assists candidates in systematically exploring the many and diverse interactions among educational goals, curriculum design, pedagogical strategies, assessment, and psychological theories. With a focus on teaching and learning models, and their relationship and connection to technological outcomes, candidates will analyze various approaches in assisting diverse learners to reach educational goals.

ED 834 Institutional Research in Higher Education
Candidates will learn and apply institutional research and analysis techniques utilized in contemporary higher education. The course utilizes a problem-based inquiry approach to conducting institutional research.

ED 835 Higher Education Finance: Strategy, Costs, and Value
The course focuses on the knowledge and skills required to effectively deal with financial changes
and trends for institutions of higher education. Candidates will develop their skills in analysis and evaluation of issues from multiple perspectives, including administrative, consumer, and societal (government and organizations in the private sector that influence the source and use of funds). The course will first focus on the financial management of higher education (administrative perspective) regarding effectiveness and efficiency issues associated with the use of funds. It will then address the consumer perspective (access and choice issues in financing students) focusing on the source of institutional funds, state and federal policies and programs, and budgeting.

ED 836 Institutional Advancement in Higher Education
This course enables doctoral candidates to refine the knowledge, skills, and dispositions needed to plan and execute sound and innovative approaches to advance the institution’s mission by increasing private and public financial support, promoting awareness of the institution to key publics, and involving constituents in the life of the institution. Candidates will be involved in problem solving and decision making related to institutional advancement. This course will also include the laws and regulations that govern the selection and utilization of media, sources for funding, and collaboration on the development of a grant proposal.

ED 837 Student Services and Enrollment Management in Higher Education
This course focuses on the comprehensive nature of student affairs in higher education. Candidates investigate and design potential solutions to problems facing leaders in student affairs, such as those concerning student enrollment management (e.g., retention and attrition), student diversity, student induction, advising and mentoring, placement testing, career development, residential life, food services, health services, student activities, fraternities, sororities, athletics, security, community service, as well as service and experiential learning.

ED 901 Capstone I: Design
This capstone is a student-centered, independent research project that requires the comprehensive working knowledge and command of all Methods of Analysis and Evaluation and Problem-Based Methods courses in this culminating and integrative experience. In this first capstone course, candidates will identify a policy/problem in higher education leadership, conduct a literature review, design qualitative and quantitative approaches, and develop a testable hypothesis and all other research design elements. Students will present their research proposal for their capstone project at the end of the course.

ED 902 Capstone II: Implementation/Evidence
The second capstone course focuses on the implementation of the research design in ED 901 and the gathering of necessary data to test hypotheses in an effort to empirically support or not support the research questions.

ED 903 Capstone III: Analysis/Outcomes
The third capstone course requires students to analyze, interpret, and report the results of the data analysis in ED 902. A final written report in a professional format suitable for publication accompanied by an oral presentation provides the opportunity for students to defend their research and demonstrate their integrated knowledge and cumulative growth throughout the program. A final portfolio is also required prior to completion of this final degree requirement.

DOCTOR OF NURSING PRACTICE (DNP)

- Karen Crowley, Program Director

Built on the strength and breadth of the Regis Nursing program, the DNP addresses the national need to produce highly qualified nurse leaders to meet the demands of healthcare throughout the United States. During the fall, spring, and summer I semesters, the DNP core requirement courses are offered during a day on the weekend with a hybrid format; other classes may be offered on evenings or weekends and may have a hybrid or intensive format. Candidates for the program are those nurses who are advanced nursing practice leaders, nurse practitioners, educators, or clinical specialists.

Student Learning Outcomes for Doctor of Nursing Practice

Students will:

- Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.
- Synthesize evidence from research and theory to enhance delivery of quality health care.
Develop systems supportive of effective communication at the organizational and interdisciplinary levels.

Generate knowledge through research or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system.

Create an environment that maximizes continued learning and development of professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system.

Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

The DNP curriculum is comprised of 27 core curriculum credits and 9 elective credits. A maximum of 6 graduate credits may be accepted for transfer. The length of the program varies from two to seven years based on how many courses a student takes per semester.

Total credits: 36

It is important that the student meet with the DNP Program Director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 601 Nursing Theory</td>
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<td>HP 609 Health Policy, Politics, and Perspectives</td>
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Core Curriculum Requirements 27 credits

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<tr>
<td>NU 710 Informatics in Health Care</td>
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<tr>
<td>NU 713 Advanced Epidemiology and Biostatistics</td>
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<td>NU 716 Culture and Health Perspectives</td>
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<tr>
<td>NU 726 Advanced Research Methods for EBP I</td>
<td>3</td>
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<tr>
<td>NU 727 Advanced Research Methods for EBP II</td>
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<tr>
<td>NU 740 Scholarly DNP Project I</td>
<td>3</td>
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<td>NU 741 Scholarly DNP Project II</td>
<td>3</td>
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<tr>
<td>NU 742 Scholarly DNP Project III</td>
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<td>NU 743 Scholarly DNP Project IV</td>
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Concentration Options 9 credits

Gerontology

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<tr>
<td>HP 623 Gerontology: A Multidisciplinary Approach</td>
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<td>HP 626 Sociological, Political, and Economic Perspectives in Gerontology</td>
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<tr>
<td>HP 629 Chronic Illnesses and Aging: Management, Palliation, and End of Life Considerations</td>
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Health Informatics

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<tr>
<td>HP 635 Health Information Systems</td>
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<td>HP 638 Strategic Leadership in Health Informatics</td>
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<tr>
<td>HP 643 Database Design and Development for Healthcare</td>
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<td>Health Policy (Offered at Heller School, Brandeis University)</td>
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<tr>
<td>HS 513A Issues in National Health Policy</td>
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<td>Two Heller School Electives</td>
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Hospitalist

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<tr>
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<tr>
<td>NU 674 Hospitalist Nurse Practitioner II</td>
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Integrative Health

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NU 635 Complementary Therapies and the Nurse</td>
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</table>
GRADUATE

HP 645 Science of Integrative Health
NU 648 Integrative Health for Women

Nursing Education
NU 670 Seminar in Teaching and Learning for Nurse Educators
ED 620 Instructional Methods in Nursing Education
ED 622 Assessment and Evaluation in Nursing Education

Nursing Leadership
NU 605 Concepts in Nursing Leadership
NU 612 Organization and Structure in Nursing Leadership
NU 623 Regulatory Issues in Nursing Leadership

Public Health
PBH 600 Biostatistics
PBH 606 Analysis of Public Health
NU 666 Public Health in Nursing

DNP BRIDGE PROGRAM

The DNP Bridge Program is for students with a BSN and Master’s degree in a healthcare related field other than nursing.* It will allow those BSN prepared nurses with masters in a related health care field from a fully accredited program to apply to the DNP bridge track. The four courses identified as part of the bridge to the DNP program are: Nursing Theory, Health Care Policy, Advanced Nursing Research, and a Nursing Leadership course. These four courses are major foundational courses seen in graduate nursing programs and are necessary for those students seeking a DNP. Once the bridge portion is completed, the student will have the same curriculum plan (36 credits) as all other DNP students.

Bridge Prerequisites

<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>NU 601 Nursing Theory</td>
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<tr>
<td>HP 609 Health Policy, Politics, and Perspectives</td>
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<tr>
<td>NU 630 Advanced Nursing Research</td>
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<td>NU 605 Nursing Leadership</td>
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<td>Total Bridge Credits:</td>
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DNP Prerequisites

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<td>NU 743 Scholarly DNP Project IV</td>
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</tbody>
</table>

*Program eligibility will be decided on an individual basis based on previous graduate education and the nursing leadership course will be determined upon review of graduate transcripts.
COURSE DESCRIPTIONS

NU 710 Informatics in Health Care
Informatics in Health Care explores the background and theory of nursing and health care information systems. Strategies are examined for analyzing, designing/developing, implementing, and evaluating information systems for health care professionals and consumers with an emphasis on improving the quality of care delivery. Content and projects are applicable to advanced practice nurses, nurse educators and researchers, nurse leaders, executives, and other health care professionals.

NU 713 Advanced Epidemiology and Biostatistics
Using the quantitative science of epidemiology and biostatistics, the course examines the basis for identification and analysis of factors that promote and inhibit the health of populations. The course includes the history and methods of epidemiology, contemporary public health issues, as well as selected biostatics. Epidemiological methods and biostatics are applied to nursing practice, leadership, education, and research.

NU 716 Culture and Health Perspectives
This course focuses on the complexities inherent in the culture and health interface and how these variables influence quality health care in the context of the American healthcare system. Frameworks, theories, and models that explore culture and health, generally, and among selected populations, specifically, are identified. Within a cross-cultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership, or research positions.

NU 726 Advanced Research Methods for EBP I
This is the first of two sequential courses that provides the students with an in-depth analysis of quantitative and qualitative research methods used in nursing and health care research. Throughout the course, students will use critical thinking skills to analyze qualitative and quantitative methods as a framework for making decisions regarding clinical problems. Evidence-based practice models will be analyzed to facilitate the identification of a practice problem and the development of an extensive review of the literature.

NU 727 Advanced Research Methods for EBP II
This is the second of two sequential courses that will provide the students with the further development of their evidence-based practice project. This course will focus on in-depth analysis of quantitative and qualitative data collection and analysis methods. Utilizing an EBP model, students will develop a comprehensive plan for project implementation and evaluation.

NU 740 Scholarly DNP Project I
This seminar-formatted course is the first of a four-course series designed to assist students in implementing an evidence-based practice project (EBP). This course will introduce students to the capstone process and progression through the 4-course series. Discussions of project scope, quality and the development of an EBP project proposal will take place. Students will work with faculty to plan, design, and evaluate evidence-based projects. Students will begin the process of program management, gather and critically appraise evidence, develop goals, determine expected project outcomes and establish an appropriate time-management plan for the project. As part of this four-course sequence, students will engage in 300 hours of mentored experience from the inception of the EBP problem to the dissemination of the findings.

NU 741 Scholarly DNP Project II
This seminar-formatted course is the second of a four-course series designed to assist students in implementing an evidence-based practice project (EBP). This course will build upon work completed in the 1st course, with the focus on project management, evaluation methods, completion of an EBP project proposal and hearing, and the submission of an IRB application. Students will continue in their completion of 300 hours of mentored experience from the inception of the EBP problem to dissemination of the findings.

NU 742 Scholarly DNP Project III
This seminar-formatted course is the third of a four-course series designed to assist students in implementing an evidence-based practice project (EBP). The focus of this course is on the implementation of the evidence-based practice project completed in NU 741 Scholarly DNP Project II and subsequent collection of data for evaluation of the project. Students will continue in their completion of 300 hours of mentored experience from the inception of the EBP problem to dissemination of the findings.

NU 743 Scholarly DNP Project IV
This seminar-formatted course is the fourth of a four-course series designed to assist students in completing an evidence-based practice project (EBP). The focus of this course is on analyzing data obtained from the evaluation process and dissemination of the project findings. Students must successfully orally defend their project as well as submit an article for publication or abstract for professional presentation and an executive summary. It is expected that students will disseminate their EBP project findings and will have completed the 300 hours of mentored experience in this course.
HP 623 Gerontology: A Multidisciplinary Approach
This course will incorporate faculty from multiple disciplines to address the complex nature of the study of aging. The objective of this course is to develop a foundation for the understanding of the physical, psychological, social, spiritual, and environmental constructs of aging framed within a wellness model. (This course can be taken as an elective by undergraduate or graduate students.)

HP 626 Sociological, Political, and Economic Perspectives in Gerontology
This course addresses social, political, and economic factors that impact the aging experience. Sociological, political, and economic theory will be incorporated as a framework for understanding resource allocation, priorities, and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment, and policy will be described. (This course can be taken as an elective by undergraduate or graduate students.)

HP 629 Chronic Illness and Aging: Management, Palliation, and End-of-Life Considerations
Although aging is not synonymous with decline, the aging process does increase the risk of the development of chronic disease. This course is approached from a multidisciplinary perspective regarding the management of chronic disease, palliative care, and end-of-life decisions. These will be considered in the context of the individual, family, community, and the larger social systems. (This course can be taken as an elective by undergraduate or graduate students.)

HP 635 Health Information Systems
This course addresses the multiple systems utilized to retrieve, manage, and report information in health care: information architectures, administrative and clinical applications, evidenced-based health, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, medical devices, and telehealth.

HP 638 Strategic Leadership in Health Informatics
This course examines the social, political, and economic influences on the evolution of informatics in health. Students analyze concepts, issues, and practices of organizational behavior at the individual, group, and organizational levels as they relate to information systems in health. Students examine end users’ need, processes, and work flow in environments for the purpose of translating specifications for health information systems.

HP 643 Database Design and Development for Healthcare
This course will provide the student with an understanding of the types of databases and their usages in healthcare and related industries, as well as understanding their design and structure (schema). Conceptual and logical design will be stressed and concepts of data reporting and data mining will be discussed, including an introduction to structured query language (SQL). A small database using Microsoft® Access 2010 will be developed during the course.

NU 635 Complementary Therapies and the Nurse
This course provides an objective introductory perspective on the newly emerging field of Complementary/Alternative Modalities (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It critically examines available research and offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client as well as to assume a leadership and management role on the interdisciplinary team. While the course explores a range of modalities and systems, it focuses in-depth on those clearly within the domain of nursing practice.

HP 645 Science of Integrative Health
This course is intended to cover the scientific theory that forms the rationale for integrative health. In this course we will cover the new scientific theories that emerged during the twentieth century that have given scientific evidence to validate many forms of integrative health. These theories include Quantum Mechanics, Chaos Theory, Nonlinear Dynamical Theory, Fractal Geometry, Information Theory, Field Theory, and Network Theory.

NU 648 Integrative Health for Women
Surveys indicate that women are more receptive to and most frequently use complementary/alternative therapies than other populations. This course provides a practical, in-depth focus on complementary strategies for healthy lifestyles, disease prevention, and wellness care. It examines CAM use in this population with special emphasis on safety, efficacy, and compatibility with allopathic care for selected conditions that affect women. It also focuses on developing skills for integrative care and use of selected modalities.

NU 666 Public Health Nursing
This course will provide in-depth examination of the practice and the role of public health nursing, with a focus on historical, economic, and societal factors that influence public health policy. Select concepts, theories and models, including interprofessional practice, social justice and ethics that are critical to understanding the health of populations are analyzed in order to develop a framework for identifying, prioritizing, and
planning interventions and research in public health nursing practice. Students will explore the promotion of health and disease prevention for communities and at-risk selected populations in various settings and roles of nurses in population health. Students will develop a public health program during their completion of this course.

Prerequisites: NU 600 and either NU 713 or concurrent.

NU 670 Seminar in Teaching and Learning for Nurse Educators
This course provides an overview of various components involved in the dynamic of teaching/learning: philosophy, educational psychology, curriculum, methodology, evaluation, and assessment. Emphasis is placed on the development of the nurse educator as a reflective practitioner. Discussion will focus on social, ethical, legal, and professional issues related to current and future student populations.

NU 673 Hospitalist Nurse Practitioner I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment as well as primary care of adult/geriatric patients with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of acutely ill patients from an inpatient health care model incorporating the Accreditation Council for Graduate Medical Education (ACGME) competencies and the nursing process. Discussions focus on health promotion, disease management, support services, organizational issues, access to care, and advanced professional practice as they relate to inpatient health care. Students enrolled in this course must be concurrently enrolled in NU 738 Application of Nursing Science in which students will demonstrate the application of classroom learning in a mentored clinical experience.

ED 620 Instructional Methods and Curriculum Design in Nursing Education
This course includes an analysis of various instructional models/methods and their application to the design of curricula in educational settings to create positive learning environments. Models are discussed in light of course content, objectives, goals, and current research. There will be a focus on problem solving in common teaching/learning situations and the relationship between theory and practice.

ED 622 Assessment and Evaluation in Nursing Education
This course features a study of both formal and informal assessment techniques and the components involved in each approach. Students will analyze models of outcome assessment and program evaluation and their relationship to classroom/clinical settings.

NU 605 Concepts in Nursing Leadership
This course focuses on issues of leadership role development in professional nursing. Using role theory, students will explore concepts of role mastery, congruence and conflict as well as the role of nursing leadership in the broader organizational context. Emphasis in NU 605 is on the analysis of leadership and related theories as these apply to the individual practice of the nurse leader.

NU 612 Organization and Structure in Nursing Leadership
This course incorporates comprehensive discussion of administrative theories including organizational theory, management theory, and leadership theories. These theories will be analyzed as they relate to nursing practice and the role of nursing leadership. (Practice component of 40 hours) Prerequisite: NU 605.

NU 623 Regulatory Issues in Nursing Leadership
Utilizing current nursing research, evidence-based practice and evolving health care trends, students will complete a fieldwork experience in the area of administration/leadership in a healthcare setting or professional organization. The students will analyze examples of current issues relating to the health care delivery systems that impact nursing practice. (Practice component of 40 hours) Prerequisite: NU 612.

PBH 600 Biostatistics
This course is designed to teach master’s-level students the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include
The Master of Arts in Counseling Psychology is designed to develop highly qualified healthcare professionals and leaders in the field of counseling psychology. Through a program of study focused on critical theories, research, and applications of psychology with an emphasis on the social, political, economic, and cultural contexts of practice, as well as hands-on field experience in various healthcare settings, students develop the skills needed to meet the increasing demand for counseling psychology services in hospitals, schools, universities, social service agencies, mental health centers, substance abuse treatment clinics, and private companies.

The coursework and fieldwork of the Counseling Psychology Program at Regis adheres to the scientist-practitioner-advocate training in preparing graduates for employment in academic, research, and/or service delivery settings.

**Student Learning Outcomes for Counseling Psychology**

- Identify and implement culturally competent mental health counseling, prevention, assessment, and treatment services for all clients
- Synthesize theoretical, evidence-based, and advocacy literature into practice with individuals, organizations, and communities across a myriad of settings
- Establish a professional counseling identity through integration of self-awareness with counseling roles and reflective practices
- Identify and implement culturally competent mental health counseling, prevention, assessment, and treatment services for all clients
- Display appreciation, value, and respect for the diversity and individuality of human beings throughout the lifespan
- Apply ethical, legal, and professional standards of practice
- Demonstrate competence in counseling psychology in coursework, practica, and internship and, for the 60-credit track, qualify to sit for the licensure exam in mental health counseling
- Synthesize community and preventative approaches of public health with counseling psychology
- Integrate cultural competence and advocacy in examining the mental health care of underserved individuals around the globe
- Engage in critical dialogue about healthcare policies, systems of health care delivery, and advocacy strategies to improve quality of care and to promote social justice

**Prerequisites**

- Introduction to Psychology, Human Development, Abnormal Psychology, Statistics
Program Tracks

**Masters of Arts (MA) in Counseling Psychology, Licensure Track (60-credits)**

The 60-credit program meets the eligibility requirements to qualify students to sit for the exam for licensure as a mental health counselor. Upon successful completion of this exam, students will earn the designation of Licensed Mental Health Counselor (LMHC).

The Board of Registration of Allied Mental Health and Human Services Professionals has established the minimum requirements relating to coursework and fieldwork commitments for a student to earn a graduate degree that is eligible for licensure as a Licensed Mental Health Counselor (LMHC):

The applicant must complete 60 credit hours of graduate level instruction, 18 hours of elective coursework, and 42 hours in the following content areas (per 262 C.M.R. 2.05(2)(d) specified here.

**Masters of Arts (MA) in Counseling Psychology, Academic Track (48-credits)**

The 48-credit program is intended for students who do not plan to pursue mental health licensure and/or who plan to enter doctoral study after completion of the master's degree.

The applicant must complete 48 credit hours of graduate instruction, 15 hours of elective coursework, and 33 hours from the following content areas specified here.

**Sample Curriculum Plan**

**Year 1, Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 604 Theories of Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CP 608 Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>CP 600 Social and Cultural Foundations of Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HP 619 Research Methods: Health Professions</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits:</strong></td>
<td><strong>12</strong></td>
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</table>

**Year 1, Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 605 Theories of Counseling and Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>CP 610 Principles and Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Elective</td>
<td>3</td>
</tr>
<tr>
<td>CP 660 Counseling Psychology Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits:</strong></td>
<td><strong>12</strong></td>
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</tbody>
</table>

**Year 1, Summer I & II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CP 624 Treating the Addictions: Dynamics and Treatment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>CP 632 Group Dynamics and Development</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits:</strong></td>
<td><strong>12</strong></td>
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</tbody>
</table>

**Year 2, Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CP 612 Ethical and Legal Issues and Considerations in the Practice of Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CP 614 Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CP 690 Clinical Internship I</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Year 2, Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 640 Clinical Assessment and Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CP 630 Interpretation and Evaluation of Research</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td>3</td>
</tr>
<tr>
<td>CP 691 Clinical Internship II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

CP 600 Social and Cultural Foundations of Counseling Psychology (3 credits)
This course will explore theories of multicultural counseling and issues and trends of a multicultural and diverse society. It will provide foundational knowledge of these topics and theories and provide skills needed to provide mental health counseling services to diverse populations in a culturally competent manner. Emphasis will be placed on the role of social location, culture, environment, history, race, ethnicity, language, gender, sexual orientation, age, education, religious and spiritual orientation, and socioeconomic status as factors that greatly impact the lives of clients. Attention will be given to working from various sociopolitical lenses and sociocultural perspectives, as well as the examination of presenting issues unique to particular groups or populations.

CP 604 Theories of Counseling Psychology I (3 credits)
This course is the first course of a two-part series. The goals of this course are to: familiarize students with the prevalent counseling theories and psychotherapy research, how these models compare, overlap and contrast from one another, and how these therapeutic models appear congruent (or incongruent) with students’ own beliefs and models of therapy. This course will require students to conduct a critical analysis of both the tenets and techniques of these theoretical models, as well as their own philosophies regarding theories of therapeutic change and cure.

CP 605 Theories of Counseling Psychology II (3 credits)
This course is the second course of a two-part series. It will explore theories of multicultural counseling and the challenges and trends of a multicultural and diverse society. This course will require students to conduct a critical analysis of both the tenets and techniques of these theoretical models, as well as their own philosophies regarding theories of therapeutic change and cure. Students will develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, and enhanced understanding of multiculturally-sensitive practice.

CP 608 Lifespan Development (3 credits)
This course presents the basic theories and concepts used in the study of the human lifespan, including physical, cognitive, personality, and social development from conception through death. Students will examine the cultural nature of human development and relevant socio-emotional processes. Topics will emphasize the understanding of human development from personal, theoretical, and professional perspectives.

CP 610 Principles and Techniques of Counseling (3 credits)
Understanding of the theoretical bases of the helping processes, mental health counseling techniques, and their applications. Understanding and practice of helping skills necessary for the Mental Health Counselor. Prerequisite: Admission to Program

CP 614 Psychopathology (3 credits)
Identification and diagnosis and mental health treatment planning for abnormal, deviant, or psychopathological behavior, includes assessments and treatment procedures.

CP 632 Group Dynamics and Development (3 credits)
Theoretical and Experiential understandings of group development, purpose, dynamics, counseling theories, group counseling methods and skills, as well as leadership styles. Understanding of the dynamics and processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups.

CP 630 Interpretation and Evaluation of Research (3 credits)
Understanding social science research and evaluative methodologies and strategies, types of research, program evaluation, needs assessments, ethical and legal considerations.

CP 640 Clinical Assessment and Crisis Intervention (3 credits)
Individual and group educational and psychometric theories and approaches to appraisal. Examination of the various instruments and methods of psychological appraisal and assessment utilized by the mental health counselor. The function of measurement and evaluation, purposes of testing, reliability and validity. Prerequisite: Admission to Program

*This course will be offered on a two-year cycle as there is an interdisciplinary course equivalent (HP 619) that meets the degree requirements.

Interdisciplinary Course Requirement
Choose one of the following

HP 619 Research Methods: Health Professions (3 credits)
This course will introduce health administration and other interested students to the fundamentals of social science research methodologies. The course will provide an overview of quantitative, qualitative, and mixed methods research design, analytic techniques and ethical considerations of health research for use in the health administration field. The goal of this course is to acquaint students with basic methodological concepts and research tools. The course emphasizes practical application of research methods to enable the health...
GRADUATE

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master of arts in heritage studies for a global society

• Kathryn Edney, Program Director

Program Focus

The Heritage Studies graduate program responds to social and economic demands for the practical application of liberal arts skills in a variety of contexts. Our theoretical model is a hybrid one incorporating skills and methods largely associated with the fields of history and anthropology, and stretching into several related disciplines in the liberal arts and social sciences. Our rigorous curriculum provides a balance of theory, discipline-specific content, fieldwork, and practical, professional application. This uniquely designed program provides the framework upon which students may build and keep the program’s interdisciplinary approach grounded by maintaining context and continuity between the core curriculum, individually defined pathways, and the program’s common underlying thread—community education: teaching outside the traditional classroom walls in museums, heritage sites, community centers, parishes, local theatres, etc.

Students are prepared for two pathways: academic and professional. The curriculum presents the opportunity to add an effective capstone to an undergraduate liberal arts education by putting these essential skills into practice. It may also serve to combine a student’s interests and experiences to help pave the way for innovative professional aspirations. Students desiring further education will be ready to hone their skills more specifically in our CAGS program, or in a doctoral degree program through our articulation agreement with Salve Regina University. Further information regarding this agreement is available at www.regiscollege.edu/salvereginaheritage

CP 612 Ethical and Legal Issues and Considerations in the Practice of Counseling Psychology (3 credits)
Understanding of professional roles and functions of mental health counselors, with particular emphasis on legal and ethical standards. Ethical case conceptualization, analysis, and decision making as relates to clinical practice. Knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association. Understanding of licensure and regulatory practices. Prerequisite: Admission to Program

CP 660 Counseling Psychology Practicum (3 credits)
The practicum consists of a distinctly defined, pre-master’s, supervised field experience totaling a minimum of 100 hours, including 40 hours of direct service, 15 hours of group supervision, and 10 hours of individual supervision. A practicum provides for the development of clinical mental health counseling and group work skills under supervision. A practicum may take place within an approved field setting and will be completed concurrently with a didactic course offering approved readings and supervision led by graduate program faculty. This practicum will include advocacy education and experience. Prerequisite: Admission to Program

CP 690 Clinical Internship I (3 credits)
This course is the first semester of a yearlong supervision seminar focusing on the integration of theory and practice. It is taken while students are engaging in their internship; 600 hours (minimum) of field experience are required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

CP 691 Clinical Internship II (3 credits)
This course is the second semester of a yearlong supervision seminar focused on integrating theory and practice. It is taken while students are engaging in their internship; 600 hours (minimum) of field experience are required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Elective Options

Special Treatment Issues (3 credits)
Elective courses are currently under development. Please consult the program director for current options.

Elective areas relevant to the practice of mental health counseling (e.g., psychopharmacology, substance abuse, school or career issues, marriage and family treatment, sexuality and lifestyle choices, treating special populations).
Student Learning Outcomes for Heritage Studies

Students will:

- Identify key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world; explain the process by which these factors have come to not only shape our knowledge, but how they have constructed the framework through which we authenticate our perspective of culture, heritage, and identity.
- Identify and analyze a current issue relating to the student’s chosen area of interest as it intersects with the goals of the program from the perspective of social ethics and responsible decision making.
- Analyze current historical concepts – as they relate to culture, heritage, and identity – in a scholarly manner by undertaking original research which includes critical analysis of primary and secondary sources, peer-reviewed works, and alternative forms of cultural memory, including but not limited to oral history, folklore, material culture, literature, and ethnography.
- Engage in dialogues which cross disciplinary lines by opening historical inquiry to the methods, theoretical models, collected data, and perspectives of complementary disciplines.
- Utilize interdisciplinary approaches, in a historical context, to place history, heritage, culture, and identity into a global perspective, illuminating common issues and threads extending from the local level to the world community.
- Demonstrate, through experiential learning opportunities, field work, co-curricular activities, and internships, how to apply historical consciousness and the historian’s craft in a way that serves the community.
- Demonstrate a working knowledge of the skills, theories, methods, and models associated with the student’s chosen area of concentration as they intersect with the goals of the program.
- Integrate the themes, theories, practices, and methods acquired in the Heritage Studies curriculum in a practical way which reflects an understanding of program objectives and a commitment to community education fostering the mission and goals of Regis College on campus and beyond.

Core Curriculum (15 Credits)

*Students must complete the following courses:*

- HI 501 Historiography and Methods
- HI 516 Public History and Archaeology
- HI 502D Seminar: The Writer as Historian
- HI 508B Colloquium: International Studies
- SO 513 Cultural Anthropology

Experiential and Community-Based Learning (6 Credits)

Students must complete 2 courses which include a curriculum featuring learning outcomes reflective of learning activities beyond the seminar. Such courses may include fieldwork, internship, practicum, service, etc.

- HI 511 Oral History and Performance
- ID 534 Digital Scholarship

Electives (9 Credits)

In consultation with the program director, students must complete 3 additional courses at the graduate level.

Public Heritage and Museum Studies

- HI 500 Ethnohistory
- HI 554 Ethnicity
- MS 501 Introduction to Museum Studies

Articulation Agreements

Regis has a variety of articulation agreements for students wishing to earn a graduate degree after finishing a bachelor’s degree at their home school. The Heritage Studies Program has articulation agreements with Assumption College and Stonehill College. Please see www.regiscollege.edu/articulation
Capstone Experience
The Capstone Experience brings Heritage Studies students from all concentrations together in a single colloquium setting to share what they have learned, discuss research, and lead discussions which put their unique perspectives in dialog with the program’s common themes. The colloquium will conclude with a comprehensive exam and presentations of each student’s thesis or culminating project (e.g. curriculum design, museum exhibit, performance, etc.). All MA students must register for HI 508D Colloquium to complete the required Capstone Experience.

4+1 MASTER OF ARTS IN HERITAGE STUDIES FOR A GLOBAL SOCIETY
Qualified undergraduate students with a GPA of 3.0 or higher may begin taking graduate courses in the second semester of their junior year. Students should follow a fifth year curriculum plan (see sample below), enrolling in no more than one graduate course per semester. Prior to registration students must complete an “Intention to Pursue Regis College 5th Year Graduate Program” and secure signatures from a faculty advisor, the graduate program director, and the graduate admissions director. The completed form must be returned to The Office of Graduate Affairs, College Hall 229.

Sample Plan
Spring Junior Year
ID 534 Digital Scholarship

Fall Senior Year
HI 501 Historiography and Methods

Spring Senior Year
SO 513 Cultural Anthropology

Summer II
HI 554 Ethnicity

Fall 5th Year
HI 502D Writer as Historian
HI 516 Public History and Archaeology
HI 511 Oral History and Performance

Spring 5th Year
HI 500 Ethnohistory
HI 508B Colloquium: International Studies
MS 501 Introduction to Museum Studies

COURSE DESCRIPTIONS
HI 500 Ethnohistory: An Introduction
This course introduces students to the theory, methods, and practices of ethnohistory. Students will learn how to use historical An ethnographic data, in addition to less traditional data such as material culture, memory, museums, folklore and oral history, art, music, language, etc., to understand the histories of particular cultures which may or may not exist in the present.

HI 501 Historiography and Methods
This seminar is an historical survey of major problems in European and American historiography and philosophies of history from ancient times to the present. Students will become familiar with the key questions regarding the nature of historical knowledge and will be able to articulate various responses to these questions. History, as a discipline, will be considered in terms of theory and practice. In addition, the course will provide an introduction to basic historical research methods and how these methods relate to the methods of other discipline in the social sciences and humanities.

HI 502C Seminar: Problems in Archaeology
This course includes a study of theoretical approaches to archaeological problems and new techniques used to solve these problems.

HI 502D Seminar: The Writer as Historian
By studying novels and watching plays of writers of different nationalities and ideological persuasions, this seminar will seek a more direct and personal understanding of some of the major intellectual, political, and social conflicts of the twentieth century.

HI 508B Colloquium: International Studies
The colloquium is designed for upper level undergraduate and graduate students. It is an intensive, interdisciplinary research-oriented course, culminating in a thesis paper. Themes will vary from year to year depending on interest, need, and available faculty.
HI 511 (TH 511) Oral History and Performance
This course takes students through the process of creating a documentary theatre script. Its focus is on combining oral histories with research on a specified historical event and theatrical period. It teaches professional methods and provides practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

HI 512 Advanced Practice in Professional History
This course will be offered as a colloquium or on an individual basis depending on interest and available faculty. It will expose students to tasks and necessary skills of the contemporary historian. Students will participate in research, writing, presentation, teaching, grant writing, public history, and museum work. The particular methods and approaches of each task will be explored early in the semester. By midsemester, students will dedicate the majority of their time focused on the tasks and skills most congenial to their own vocational interests. Course can be taken at the undergraduate or graduate levels. The course syllabus will articulate extended requirements for graduate credit.

HI 516 Public History and Archaeology
This course introduces students to foundational theory and practice associated with the field of Public History. As a newly burgeoning sub-discipline, we will engage this exploration using contemporary scholarship which seeks connections between the major academic hubs contributing to theoretical models and professional applications which feed into the field, including: ethnohistory, archival practice, museum studies, cultural resource management (CRM), historic and cultural preservation, oral history, heritage performance, community education, the digital humanities, and tourism. The curriculum includes experiential learning components designed to provide exposure to appropriate technology and media, fieldwork methods, exhibition, and more as opportunities arise.

HI 540 Landscape & Memory: The Commoditization of History
This course will investigate the ways in which landscape reinforces memory through memorials, monuments, architecture, and the natural landscape. Students will explore the following historical and theoretical questions: What is collective memory and how do societies change the landscape to reinforce it? What role do monuments and memorials play in societies? Are memorials and monuments contested histories and narratives? Who gets to decide how to memorialize an event? What is remembered and inscribed in memorials? What is forgotten? What is the role of nostalgia in making and remaking of landscape.

HI 554 Ethnicity in Modern American Culture
This course traces the American story as one of immigration. It is rooted in the idea that the United States is a nation comprised almost entirely of immigrants and the descendants of immigrants. Using novels, film, and historical documentation, the course will examine immigration as a major force in the shaping of American culture and society and as a central event in the lives of many Americans, basically asking: How are immigrants affected by American culture, and conversely, how is American culture affected by immigration? Other issues to be addressed include assimilation vs. ethnic identity, race, and immigration. It covers race and ethnic divisions, discrimination, conflict and cooperation. Additionally, it analyzes the impact of global processes on race and ethnicity. These concepts will be fleshed out through an intensive process of reading, critical thinking, writing, and speaking.

HI 601 Fieldwork Methods
This course will focus on cultural research design and ethnographic field methods. Instead of conducting a historiographic survey of literature on ethnographic fieldwork, this course will address the core data collection methods – participant observation, conducting interviews, collecting, documenting oral tradition (including oral histories and folk-lore, medicine, and religion), writing field notes, using surveys, free lists, and rankings. Additional techniques will be incorporated as they apply. We will explore ways in which cultural researchers have adapted, modified, and creatively forged innovative ethnographic approaches to accommodate the challenges, needs, and tools of our global and transnational world. Although the distinctive thrust of the course is on qualitative research analysis, the effective integration of quantitative data will be considered.

HI 688 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.

MS 501 Introduction to Museum Studies I
Museum Studies I introduces students to the history of museums and the various aspects of museum work viewed from historical, philosophical, and practical perspectives. Particular attention is paid to the public role museums play as education partners and nonprofit organizations with a cultural focus. The course surveys the diversity of museums and examines the main operations common to all museums, such as governance, finance, education, marketing, exhibitions, and collections management. Prerequisite for MS 202.

MS 502 Introduction to Museum Management
Museum Studies II introduces the student to organizational behavior in the museum setting. Issues such as multiculturalism, corporate
sponsoring, cultural stereotyping, ownership, and authenticity will be examined. Students gain practical experience through real-world museum challenges in selected areas of importance, for example, exhibitions, education, grant writing, collections policy, and long range planning.

ID 544 and 545 Museum Studies Practicum
On-campus Museum Studies Practicum units require a six- to eight-week commitment of at least twenty-five hours either in the Spellman Museum or the Carney Gallery and carry two credits. These units provide an opportunity at the sophomore level for majors and minors to profit from the professional expertise of the directors of the campus museum/gallery sites in preparation for the professional internships.

ID 534 Digital Scholarship
This course will focus on the process of learning, and then applying, the various methodologies of digital scholarship, with an emphasis on the humanities/social sciences. The course readings, workshops, and discussions will be aimed at exposing students to the (sometime competing) philosophies and the (quickly evolving) practices of this emerging field. Beyond course readings on designing, interpreting, and understanding digital media, we will also critically engage with and use a range of digital tools and resources. In the spirit of “crowd sourcing” and the public-spirited nature of digital scholarship, students will take on the responsibility of teaching each other about digital tools over the course of the semester. Students will also be required to propose, design, and implement a project using the methods and theories of digital scholarship.

DA 519 Styles of Dance in World Cultures
Study of dance styles including those from African, Asian, European, Caribbean, and Native American traditions. Creative projects in discovery and exploration of movement and imagery. Focus on incorporating styles of dance into choreography for the modern stage.

TH 511 Oral History and Performance
Process of creating a Documentary Theatre script. Focus is on combining oral histories with research on a specified historical event and theatrical period. Methods and practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

TH 525 Drama as a Learning Medium
The use of drama as an effective tool for learning. History and scope of the international Drama-in-Education movement. Assessment of learning needs, drama methods and techniques, practical applications for the classroom and professional settings, creation and implementation of interactive drama structures, evaluation.

TH 527 Museum Theatre
Focusing on the development of Museum Theatre in the United States and abroad, this course explores how drama and theatre are employed in science museums, historical sites, art museums, aquariums, and children’s museums. The course includes field trips to several local museums that have established Museum Theatre programs. Students will analyze existing programs and develop a drama/theatre project based on an exhibit at a selected museum. (Field trip fees apply.)

RS 551 Social Ethics
This course presents the principles of Social Justice, Christian Stewardship, and the relation of law and morality. Issues to be discussed include: (1) morality and the economic order (e.g., consumerism, world hunger), (2) morality and the political order (e.g. terrorism, nuclear proliferation, criminal justice), and (3) morality and technology (e.g. DNA research, ecology, human experimentation).

HI 578 American Material Culture and Architecture
This course explores the transformation of the North American environment from the time of contact between indigenous peoples and Europeans through the processes of European-American agricultural development, industrialization, and urbanization to the contemporary “environmental crisis,” examining both common practices and prevailing ideas about the relationship between nature, culture, material, and visuality.

MASTER OF ARTS IN TEACHING - ELEMENTARY
Master of Arts in Teaching Interdisciplinary Studies (1–6)
Priscilla Boerger, Program Director  Sister Carmela Abbuzzese  Rebecca DesRoches  Jeffrey Dias  Barbara Dowds  Susan Erickson  Jamie Foss  Melissa LeRay  Laurie Link  Bonnie Osborn  Susan Smith Porter  Donna Rousseau

Purpose
The MAT Program in Interdisciplinary Studies is designed to prepare students with various educational backgrounds as elementary teachers:

- Those who have a bachelor’s degree and have earned their initial license.
- Those who have a bachelor’s degree and wish to earn their initial license* and MAT degree.
Those who have a bachelor’s degree and have earned a professional license and wish to earn a master’s degree.

* The Initial Licensure component is a separate graduate program consisting of twenty-one credits. It is generally completed prior to beginning the MAT degree.

Retention Criteria
Graduate students must earn B- or better in each course. If a student does not meet this grade requirement in one course, that course must be repeated. If a second grade lower than B- is earned (same or different course), a student may not continue with graduate studies. Specific MTEL tests need to be completed successfully in order to advance in the Initial Licensure Program. (See specific tests under program requirements.)

Philosophy
Teaching is a most complex activity. It requires constant attention to the interaction of many variables: nature of the learner, teacher, knowledge, technique, school, community, and societal context. Such complexity demands that the teacher be a reflective, competent, and caring decision maker.

Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is not static or discrete. Rather, it is continually constructed and requires connection and application. In order to contribute to that society, teachers and students must learn how to create meaning and how to see relationships. Given this complexity of teaching and its contexts, the MAT program in Interdisciplinary Studies seeks a vision of teaching where, in the words of John Dewey:

...the process of moral-intellectual development is, in practice as well as in theory, a cooperative transaction of inquiry engaged in by free, independent human beings who treat ideas and the heritage of the past as means and methods for the further enrichment of life, quantitatively and qualitatively, who use the good attained for the discovery and establishment of something better.

— Introduction to The Use of Resources in Education (Clapp)

Program Model
There are four interrelated components of the MAT program:

- The first component involves the study of the contexts of teaching—one’s individual orientation and the broader societal institutions. These components emphasize the development of the graduate teacher as a reflective decision maker interacting in the classroom and responding to family and community influences.

- The second component addresses subject matter competency from an interdisciplinary perspective. This approach to subject matter stresses the generative nature of knowledge and the importance of integration and application.

- The third component centers on the elementary student: knowledge of how children acquire and develop language, how they learn, and how they progress through stages of development is addressed.

- The fourth component is the research project. This experience offers the graduate teacher the opportunity to be the reflective decision maker and researcher: the graduate teacher who designs, plans, and carries out an appropriate research project.

Student Learning Outcomes
Initial Licensure
To assist students to demonstrate competency in the Massachusetts Standards for Licensure.

- To learn major principles, concepts, and processes related to appropriate subject matter and their application to the classroom.

- To understand the importance of a developmental perspective in teaching and learning approaches.

- To understand the contexts of teaching: one’s individual orientation to the classroom and societal influences such as family and community.

Professional Licensure
- To understand subject matter competency from an interdisciplinary perspective and the importance of integration and application.

- To continue to grow in high-level mastery of the Massachusetts Standards for Licensure.

- To learn appropriate research techniques and their application to a specific project.
To continue to update one’s knowledge of theoretical issues and relevant literature and its application to teaching from a research base.

To continue to develop as a reflective, caring and scholarly practitioner who seeks equity and excellence in all dimensions of teaching/learning process.

Course of Study
The curriculum for the MAT program is one that is based on an interdisciplinary orientation to knowledge. Graduate students will approach their study in the curricula courses as humanists, social scientists, and natural scientists. Using the Massachusetts Curriculum Frameworks as a base, students will make connections and see relationships among the various disciplines. In order to transfer the methodology used in the graduate classroom to that of the elementary school, attention must be given to the development of the teacher and the elementary child. Teachers will approach these components as reflectors on the teaching/learning process, the cultural and historical foundations of schools, and the contexts of developmental psychology.

Program Description

Initial Licensure Program—Elementary 1-6
Candidates with a bachelor’s degree, but no formal teaching experience, may earn their initial license as Elementary Teachers 1-6 by completing the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 515</td>
<td>Contemporary Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ME 507</td>
<td>The Elementary School: Mathematics 1–6**</td>
<td>3</td>
</tr>
<tr>
<td>ED 518</td>
<td>Literacy Development Including Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td>ED 514</td>
<td>Educating Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 519A</td>
<td>Curriculum Adaptations/Differentiated Instruction for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 523</td>
<td>Sheltered English Immersion Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 502</td>
<td>Initial Practicum/Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

** These two courses are field-based and require candidates to spend a minimum of eighty hours in various school settings. While in a school, candidates observe, tutor, and, where possible, teach in both small- and large-group settings.

MTEL Requirements (Teacher Testing)
In order to be accepted into the Initial Licensure Program, candidates must:
Pass the Communication/Literacy Test while taking the first two courses in the Initial Licensure Program
In order to register for the Practicum (student teaching) a candidate must:
Pass the Foundations of Reading Test
Pass the General Curriculum Multi-Subject Test and Math Subtest
To continue the program and earn the MAT Degree (Interdisciplinary Studies) and Professional Licensure candidates complete:
ID 510 and ID 511 Natural Sciences in the Classroom
ID 512 or ID 513 Humanities in the Classroom
ID 514 Social Sciences in the Classroom
ED 610 Research Seminar

Total Credits: 15

Professional Licensure
Candidates who have already earned their initial licensure and wish to earn a master’s degree and Professional Licensure complete the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 512</td>
<td>Children’s Language and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 516</td>
<td>Developmental Issues and Learning in Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 520</td>
<td>Child and Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ID 510 and ID 511</td>
<td>Natural Sciences in the Classroom</td>
<td>6</td>
</tr>
</tbody>
</table>
The Graduate Education Department also offers a 10-course (30 credits) master’s degree in Interdisciplinary Studies-Elementary School Focus. This degree does not include the licensure component. Candidates complete the following courses:

- **ME 507 The Elementary School: Mathematics**
- **ED 515 Contemporary Issues in Special Education**
- **ED 518 Literacy Development Including Special Needs**
- **ED 519 A Curriculum Adaptations/Differentiated Instruction**
- **ED 521 Classroom Management for Students with Special Needs**
- **ED 514 Educating Special Needs Students in the Regular Classroom or ED 516 Developmental Issues and Learning in Children with Special Needs**
- **ED 523 Sheltered English Immersion Teaching or ID 512 Humanities in the Classroom or ID 513 Humanities in the Classroom**
- **ID 510 Natural Sciences in the Classroom or ID 511 Natural Sciences in the Classroom**
- **ID 514 Social Sciences in the Classroom**
- **ED 610 Research in Education**

** Review of undergraduate transcript as well as present/future career opportunities will determine if any course adjustments need to be made.

**Master of Arts in Teaching Special Education**

**Moderate Disabilities (Pre K–8, 5–12)**

- Priscilla Boerger, Program Director

**Purpose**

The MAT program in Special Education is designed to prepare students with various educational backgrounds as teachers of students with moderate disabilities in Pre K–8, 5-12 grade levels.

- Those who have a bachelor’s degree and have earned their initial special education license.
- Those who have a bachelor’s degree and wish to earn their initial license* and MAT degree.
- Those who have a bachelor’s degree and have earned a professional license and wish to earn a master’s degree.

* The Initial Licensure component is a separate graduate program consisting of twenty-one credits. It is generally completed prior to beginning the MAT degree.

**Retention Criteria**

Teaching is a most complex activity. It requires constant attention to the interaction of many variables: nature of the learner, teacher, knowledge, technique, school, community, and societal context. Such complexity demands that the teacher be a reflective, competent, and caring decision maker. Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is not static or discrete. Rather, it is continually constructed and requires connection and application. In order to contribute to that society, teachers and students must learn how to create meaning and how to see relationships. Given this complexity of teaching and its contexts, the MAT Program in Special Education seeks a vision of a teaching where, in the words of John Dewey:

...the process of moral-intellectual development is, in practice as well as in theory, a cooperative transaction of inquiry engaged in by free, independent human beings who treat ideas and the heritage of the past as means and methods for the further enrichment of life, quantitatively and qualitatively, who use the good attained for the discovery and establishment of something better.

— Introduction to *The Use of Resources in Education* (Clapp)
Program Model
The MAT program in Special Education seeks to prepare teachers who can maximize students’ success in inclusive settings. The program emphasizes:
The role of the teacher as direct provider, collaborator, and connector to community-based learning.
The context of the student as family member, classroom/school participant, and societal contributor.
The curriculum as the sum total of all the activities in which a student engages in order to achieve appropriate knowledge, skills, and values.

Course of Study
The curriculum for the MAT program in Special Education places the learner at the center of any teaching/learning approach. Those enrolled in this program will be assisted in their planning, teaching, and evaluating responsibilities with a focus on the continued development of the talents of each of their students. Schools are viewed as “learning organizations” where competent, reflective, and caring decision makers provide the necessary modifications and accommodations for their students.

Initial Licensure Program
Candidates with a bachelor’s degree, but no formal teaching experience, may earn their initial license in Moderate Special Needs (Pre-K–8, 5–12) by completing the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 502 Initial Practicum/Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 515 Contemporary Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 517 Assessment of Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 518 Literacy Development Including Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td>ED 519A/B Curriculum Adaptations/Differentiated Instruction for Students with Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td>ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED 523 Sheltered English Immersion Teaching</td>
<td>3</td>
</tr>
<tr>
<td>** These two courses are field-based and require candidates to spend a minimum of eighty hours in various school settings. While in a school, candidates observe, tutor, and, where possible, teach in both small- and large-group settings.</td>
<td></td>
</tr>
<tr>
<td>Total Credits: 21</td>
<td></td>
</tr>
</tbody>
</table>

MTEL Requirements (Teacher Testing)
In order to be accepted into the Initial Licensure Program, candidates must:
- Pass the Communication/Literacy Test while taking the first two courses in the Initial Licensure Program

In order to register for the Practicum (student teaching) a candidate must:
- Pass the Foundations of Reading Test
- Pass the General Curriculum Multi-Subject Test and Math Subtest or appropriate Secondary Subject Area Test

To continue the program and earn the MAT Degree (Moderate Special Needs) and Professional Licensure candidates complete:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 516 Developmental Issues and Learning in Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ID 510 or ID 511 Natural Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 512 or ID 513 Humanities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits: 15</td>
<td></td>
</tr>
</tbody>
</table>
**Professional Licensure**

Candidates who have already earned their initial licensure and wish to earn a master’s degree and Professional Licensure complete the following:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 512 Children’s Language and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 516 Developmental Issues and Learning in Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 520 Child and Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ID 510 and ID 511 Natural Sciences in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 512 and ID 513 Humanities in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 611 Clinical Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 30

**MAT-Degree Only**

The Graduate Education Department also offers a 10-course (30 credits) Master’s Degree in Special Education. This degree does not include the licensure component. Candidates complete the following courses:

- ED 515 Contemporary Issues in Special Education
- ED 517 Assessment of Students with Special Needs
- ED 518 Literacy Development Including Special Needs
- ED 519 A/B Curriculum Adaptations/Differentiated Instruction
- ED 521 Classroom Management for Students with Special Needs
- ED 523 Sheltered English Immersion Teaching or ID 512 Humanities in the Classroom or ID 513 Humanities in the Classroom
- ED 516 Developmental Issues and Learning in Children with Special Needs
- ID 510 Natural Sciences in the Classroom or ID 511 Natural Sciences in the Classroom
- ID 514 Social Sciences in the Classroom
- ED 610 Research in Education

** Review of undergraduate transcript as well as present/future career opportunities will determine if any course adjustments need to be made.

**MASTER OF ARTS IN TEACHING WITH CONCENTRATION IN READING**

- Priscilla Boerger, Program Director

Program Information & Curriculum

The MAT in Reading is offered in collaboration with Massachusetts General Hospital Institute of Health Professions. Candidates complete eighteen credits at MGHIHP and upon successful completion earn initial licensure in reading. The Regis College MAT degree is fulfilled through successful completion of the following courses:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 516 Developmental Issues and Learning in Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 519 A/B Curriculum Adaptations and Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED 520 Child and Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ID 512 or ID 513 Humanities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 521 Classroom Management in Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar/Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18
COURSE DESCRIPTIONS

ED 502 Initial Practicum/Seminar
Student teaching and seminar is the synthesis course for the initial license component. It offers students the opportunity to reflect, analyze, and integrate coursework and personal experience that are merged in daily student teaching. Emphasis is placed on student teachers as they evaluate their development in light of the standards for licensure. Critical issues are addressed in the seminar format that will serve as a vehicle for movement from self-orientation to identification with a culture of teaching. Placement setting is in light of license (300-hour minimum).

ED 507 The Elementary School: Mathematics 1–6
This course is designed to provide the prospective elementary school teacher with a foundation in the concepts of mathematics as they relate to the curriculum of grades one through six. Emphasis will be placed on computation, problem-solving concepts and techniques, cooperative learning, and the use of manipulatives. The application of the content material to a classroom-teaching situation will be integrated into class meetings throughout the course. Recognition of special needs and strategies for addressing these needs will be included. A field-based experience is required.

ED 512 Children’s Language and Learning
This course focuses on the acquisition and development of children’s language, the role of language in learning at the elementary and secondary levels, and issues of linguistic and communicative competence. Students will gain an understanding of theoretical perspectives and current research findings and of how these apply to the classroom. Specifically, the course will focus on the tasks involved in first and second language learning (acquisition and development), what the learner brings to the task, and how the environment contributes to that process. Language disorders and the language behaviors of socio-culturally different children will be discussed, including the integration of children into the mainstream classroom.

ED 514 Educating Children with Special Needs in the Regular Classroom
This course will focus on learning problems in children resulting from such factors as borderline or below average intelligence (slow learner), developmental language difficulties, learning disabilities, cultural deprivation, emotional problems, or physical/sensory handicaps. Emphasis will be on the recognition or identification of these students by the regular classroom teacher and on remediation strategies.

In addition to the handicapping conditions described above, a section of the course will deal with the gifted population and ways of challenging and providing for them in the educational setting.

ED 515 Contemporary Issues in Special Education
This course addresses the historical, philosophical, and ethical perspectives of education services for students with special needs. Federal and state laws and regulations pertaining to special education will be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Exemplary programs, services provided by other agencies, assistive technology, development of an individualized educational plan (IEP), and relevant current literature are reviewed.

ED 516 Developmental Issues and Learning in Students with Special Needs
This course addresses psychological and developmental issues of children and adolescents with mild to moderate disabilities. Teachers will gain an understanding of theoretical perspectives and current research findings, and they will be expected to discuss applications to the classroom. The course will emphasize children’s and adolescents’ developmental stages and their ecological context, with particular emphasis on the family. Finally, issues in the inclusion of learners with special needs into the classroom will be discussed. The major foci of the course will be theory and research, case studies, and applications in the classroom.

ED 517 Assessment of Students with Special Needs
This course addresses the principles of nondiscriminatory assessment of children and adolescents with mild to moderate disabilities. It will provide experience with informal and formal assessment measures. Basic concepts of measurement will be covered so that students can evaluate test instruments and interpret test results knowledgeably. Current issues in the field of assessment will be discussed and ethical issues emphasized throughout the course.

ED 518 Literacy Development Including Special Needs
This course addresses the significant theories, approaches, instructional practices, and programs for developing reading skills and reading comprehension in children and adolescents with and without disabilities. It includes a study of the reading/writing processes, the development of reading/writing skills, and the transition to content area texts. Diagnosis and assessment of reading skills, including formal and informal
reading assessment instruments, will be examined. Emphasis will be on differentiated instruction to meet the needs of diverse learners. A field-based experience is required.

ED 519A/B Curriculum Adaptations/ Differentiated Instruction for Students with Special Needs
This course will address the design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Emphasis will be placed on differentiated instruction that focuses on developing appropriate strategies for meeting the needs of diverse learners. It will align the principles of inclusion with their educational implementation by exploring and applying instructional strategies and curricular adaptations that are most effective in the general education setting. ED 519A places emphasis on the elementary school child.

ED 519B emphasizes the student in grades 5-12. A field-based experience is required for those earning their initial license in moderate special needs.

ED 520 Child and Young Adult Literature
This course will provide students with an interactive introduction to the wide variety of literature for children. A key component of the course will be choosing, assessing, and reading children’s literature. Students will apply guidelines for assessing the quality of children’s literature, as well as strategies for using literature in inclusive classrooms from preschool to high school. Students will also explore the major issues in the field including gender portrayal, cultural stereotypes, and censorship.

ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms
This course will address classroom management strategies, facilitating appropriate behavior, and meeting the social/emotional needs of students with moderate disabilities. Emphasis will be placed on preventive discipline and on classroom environments and techniques that have been found effective for students with special needs. Theoretical models of behavior management will be discussed and compared, including their application for preparing and maintaining students with disabilities in general education classrooms.

ED 523 Sheltered English Immersion Teaching
This course is designed to prepare teachers to shelter content in the SEI classroom by considering the individuality of English language learners including social and cultural considerations, second language acquisition processes, English Language Arts and Literacy Development in the PreK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards and enforces best practice in the field of ELL instruction.

ED 602 Practicum/Seminar
This practicum/seminar is for those candidates earning an additional initial license. Emphasis is placed on student teachers as they demonstrate competency in the standards for licensure. Seminar includes analysis/reflection on key issues/areas in education today. Placement in practicum is in the role of the license sought (150-hour minimum).

ED 610 Research Seminar
This seminar places emphasis on the teacher as researcher. Course coverage includes the nature and basics of education research and methodologies. Using a wide variety of print, non-print, and technology-based resources, students will select, design, and present a research project.

ED 611 Clinical Practicum
This course is the culminating experience in the MAT Program—a one-semester supervised experience in a school classroom or other appropriate setting. Emphasis is placed on the advanced student’s demonstration of the standards for licensure and on the student’s ability to integrate content area knowledge, pedagogical theory, and practice. Course includes monthly seminars that address issues in teaching today as directed by participants.

ID 510 Natural Sciences in the Classroom
This course is designed to enhance students’ understanding of mathematics and science concepts and develop an awareness of their interdisciplinary nature. Through lectures, labs, and other hands-on approaches, students learn the major principles and concepts and how to integrate them in their inclusive classrooms. The Massachusetts Science and Technology Curriculum Framework and the Massachusetts Mathematics Curriculum Framework are used as basic references.

ID 511 Natural Sciences in the Classroom
This course is designed to assist teachers in their continued understanding and application of principles and concepts in mathematics and science in inclusive classrooms. Emphasis is placed on the interdisciplinary nature of these disciplines. Topics addressed will come from the Massachusetts Frameworks in Mathematics and in Science and Technology.

ID 512 Humanities in the Classroom
In this interdisciplinary course, the focus is on expanding students’ knowledge of the humanities. We will explore artistic expression in art, literature, poetry, and music and look for ways to integrate the humanities into the curriculum, including curriculum adapted for inclusion students. We will study perspectives of education and society through the expressions of art. Discovery in the humanities can be a basis in which teachers may develop curriculum and enhance classroom teaching.

ID 513 Humanities in Classroom
The focus of this course is the cultural context of the artist and its relationship to the form and meaning of the art.
Emphasis will be placed on diversity and culture in art, literature, poetry, and music expression. We will explore societal experiences in education through literary and artistic perspectives. Students will share insights in analytical papers and discussions and translate their insights into education classroom projects and approaches applicable to inclusive classrooms.

ID 514 Social Sciences in the Classroom
Using the interdisciplinary area of American Studies as a focus to study the social sciences, this course is organized around the five themes of geography to introduce concepts in history and civics, supported by infusions from anthropology, economics, and sociology. Applications to reading, mathematics, art, and music will enlarge the scope of the course to include connections to the sciences and humanities, will be interactive and include project work. The Massachusetts History and Social Science Curriculum Framework is used as the main course reference point for specific application of these ideas to the classroom, with particular attention to special needs students.

MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS
- Lauren Beaulieu, Program Director

Program Description
The field of Applied Behavior Analysis (ABA) is based on the scientific study of learning and behavior. Students enrolled in our MS in ABA program will learn how to apply behavior analytic procedures to solve behavioral problems of social importance and improve conditions for dependent or at-risk populations. Applications of ABA are most commonly associated with special education and individuals diagnosed with developmental and intellectual disabilities (e.g., Autism Spectrum Disorders); however, ABA also includes diverse applications such as general education, organizational behavior management, behavioral medicine, behavioral pharmacology, and exercise and health. Our program is designed to prepare students to address the behavioral needs of individuals across diverse settings. A fundamental assumption underlying the ABA Program at Regis College is that students require multiple opportunities to gain practical experience to apply theory to practice. We prepare students to become effective practitioners through three semesters of supervised practicum at sites located in the community as well as completing a culminating thesis.

The 45-credit program is designed for busy professionals with courses offered in evenings and weekends. Students can complete the MS in ABA program in as little as two years of full-time study; however, Regis also offers a part-time option. Students work closely with their advisors to tailor a path of study that will not only accommodate their schedule, but enable the student to become a skilled practitioner of behavior analysis.

Student Learning Outcomes for Applied Behavior Analysis Programs
Students will:
- Interpret and convey the causes of behavior, assessment of behavior, and intervention in both scientific and laymen terms.
- Design effective measurement procedures, conduct descriptive assessments and functional analyses, and interpret the results.
- Conduct a variety of skills assessments to identify a baseline level of life skills an individual exhibits.
- Design empirically-validated intervention programs based on the assessment results and visually inspect the results using a variety of single-subject designs.
- Train caregivers, including staff and parents, to implement empirically validated interventions.
- Supervise and monitor behavior analytic interventions.
- Adhere to, and teach supervisees to adhere to, the ethical and humane treatment of all individuals.
- Work independently and collaboratively as a practitioner of behavior analysis and qualify to sit for the exam to become a Board Certified Behavior Analyst.

Required Courses for the MS in ABA
ABA 601 Concepts and Principles 1: Introduction to Applied Behavior Analysis (3 credits)
ABA 602 Concepts and Principles 2: Experimental Analysis of Behavior (3 credits)
ABA 604 Treatment Evaluation (3 credits)
ABA 606 Behavior Assessment (3 credits)
ABA 608 Behavior Intervention (3 credits)
ABA 610 Ethical Practice in Applied Behavior Analysis (3 credits)
ABA 612 Verbal Behavior (3 credits)
ABA 614 Radical Behaviorism (3 credits)

Tentative Electives (Students must complete 6 elective credits)
521 Autism Spectrum Disorders and Related Disabilities (3 credits)
523 Child Behavior Management (3 credits)
Current Topics in ABA (3 credits)
Seminar in Treating Severe Problem Behavior (3 credits)
Organizational Behavior Management (3 credits)

Other electives TBD
Additional electives may be substituted if approved by the Graduate Program Director

Two-Year Sample Curriculum*

Master of Science in Applied Behavior Analysis Program

Year 1, Fall  
ABA 601 Concepts and Principles I: Introduction to Applied Behavior Analysis .............3  
ABA 604 Treatment Evaluation .................................................................3

Year 1, Spring  
ABA 606 Behavior Assessment ........................................................................3  
ABA 602 Concepts and Principles II: Experimental Analysis of Behavior ..................3  
ABA 625 Thesis 1 .........................................................................................2

Year 1, Summer  
ABA 630 Practicum .......................................................................................3  
ABA 608 Behavior Intervention ....................................................................3  
ABA 610 Ethical Practice in Applied Behavior Analysis ....................................3

Year 2, Fall  
ABA 612 Verbal Behavior ..............................................................................3  
Elective .........................................................................................................3  
ABA 626 Thesis 2 .........................................................................................2  
ABA 631 Practicum 2 ....................................................................................3

Year 2, Spring  
ABA 614 Radical Behaviorism .......................................................................3  
Elective .........................................................................................................3  
ABA 627 Thesis 3 .........................................................................................2  
ABA 632 Practicum 3 ....................................................................................3

Total Credits: 45

*Regis also provides a part-time option.

COURSE DESCRIPTIONS

Required Courses

ABA 601 Concepts and Principles I:  
Introduction to Applied Behavior Analysis*
This course is the first course in a series of two courses (ABA 601 and ABA 602) and is designed to introduce students to Applied Behavior Analysis (ABA). In this course, students will be given an overview of the assumptions, characteristics, and goals of applied behavior analysis. Students will learn the basic concepts and principles of behavior analysis as related to behaviors of social importance; therefore, the primary readings, lectures, and assignments of this course will focus on the applied literature in behavior analysis. Students begin to learn how to apply behavior-analytic procedures to change behavior and improve conditions for individuals in need and learn to articulate the science of learning and behavior in both scientific and layman terms.

ABA 602 Concepts and Principles II: An  
Experimental Analysis of Behavior*
In Concepts and Principles I, students explored the basic concepts and principles as related to behaviors of social significance. In Concepts and Principles II, students examine the basic literature to learn the origin of the concepts and principles of behavior analysis and hence develop a more thorough understanding of the fundamental building blocks
of behavior analysis. Students primarily review basic experimental studies, but are required to apply the concepts and principles examined in the basic literature to applied problems.

**ABA 604 Treatment Evaluation***
In this course, students are introduced to the methods needed to evaluate the effectiveness of a variety of interventions. Students learn to develop reliable procedures for measuring behavior using both continuous and discontinuous measurement systems, effective methods to display data, and develop skills to analyze the visual representation of behavior change in a variety of graphic displays. This course places a particular emphasis on the use of single-subject designs, which include the reversal, alternating treatment/multi-element, multiple baseline, changing criterion, and concurrent chains arrangement. By the end of this course, students will be able to select an appropriate measurement system, calculate reliability measures, identify the most appropriate experimental design(s), and determine whether functional control was achieved.

**ABA 606 Behavior Assessment***
This course is designed to teach students the major concepts, methods, and ethical issues related to behavioral assessment. Students are taught to select and operationally define target behaviors for change, identify methods to assess behavior using behavioral assessments (e.g., indirect assessments, descriptive assessments, functional analyses, skill assessments), and align assessment outcomes with appropriate strategies that are designed to address areas of weakness while utilizing best practices in the field of applied behavior analysis. Considerations for designing function-based interventions and preparing for undesired side-effects are also discussed.

**ABA 608 Behavior Intervention***
This course is designed to prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Students are taught to design evidence-based intervention strategies that reduce inappropriate behaviors and increase an individual’s performance both academically and socially. Emphasis is placed on approaches that facilitate maintenance and generalization across settings. Students are also taught to design a comprehensive plan to train and supervise the implementation of behavioral interventions.

**ABA 610 Ethical Practice in Applied Behavior Analysis***
In this course, students are presented with a focused review of the ethical, legal, and professional issues related to the field of applied behavior analysis. Students thoroughly examine the ethical principles adopted by the Behavior Analyst Certification Board® (BACB®) to guide professional practice. Students will critically evaluate ethical scenarios and identify acceptable action given a particular situation.

*The Behavior Analyst Certification Board® has approved the above course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Certification Examination®. Applicants will have to meet additional requirements to qualify.

**ABA 612 Verbal Behavior***
In this course, students develop a thorough understanding of Skinner’s approach to verbal behavior and contrast Skinner’s approach with more traditional approaches. The primary readings are from Verbal Behavior written by B. F. Skinner; however, students also critically review commentaries on Skinner’s approach and recent research in verbal behavior.

**ABA 614 Radical Behaviorism***
Students are taught to differentiate between methodological behaviorism, teleological behaviorism, and radical behaviorism. The primary focus of this course is radical behaviorism and topics include determinism, private events, problem-solving, rule-governed behavior, and culture and society. Students apply the philosophy of radical behaviorism to a variety of complex and socially important behavior. The readings primarily include Skinner’s articles on radical behaviorism, commentaries on Skinner’s approach, and Skinner’s response to commentaries.

**ABA 625, ABA 626, ABA 627 Thesis***
The thesis is typically completed across three semesters and requires students to examine, conduct research, analyze, and share results in the form of a written thesis and presentation. Students work closely with their advisor during individual and group meetings. In the first and second semester of thesis, students will identify their research question, select committee members, conduct a literature review, write the introduction, identify the methodology to scientifically answer their research question, and obtain thesis committee and institutional review board (IRB) approval. In the end of the second semester or beginning of the third semester of thesis, students will carry out their study, finalize the manuscript, and present their findings to their committee members.

**ABA 630, ABA 631, ABA 632 Practicum***
All students will complete three semesters of practicum to obtain hands-on experience implementing applied behavior analysis. In practicum, students work in a supervised clinical
setting for at least 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. Students attend weekly on-campus group supervision meetings as well as receive at least one hour of individual supervision per week at their practicum site. Students are supervised by a Board Certified Behavior Analyst®.

Electives

ABA 521 Autism Spectrum Disorders and Related Disabilities
This course is designed to provide an overview of Autism Spectrum Disorders (ASD) and related disabilities and examines empirical literature regarding treatments in both home and community. Students learn about the prevalence of ASD and related disabilities as well as diagnosis, assessment, and empirically-validated treatments. Students are taught to identify skill deficits and behavioral challenges often exhibited by individuals diagnosed with ASD and related disabilities and understand the difficulties when programming treatments in the community and home. The course also presents non-empirically validated treatments as well as the ethical implications associated with selecting treatments for individuals diagnosed with ASD or related disabilities.

ABA 523 Child Behavior Management
This course is designed to provide students with an understanding of and competencies with evidence-based practices for promoting desirable behavior in young children. This course presents interventions for common behavioral challenges associated with young children including aggression, tantrums, self-injury, noncompliance, toileting, sleep problems, avoiding community dangers (e.g., guns, abduction), and communication deficits. Students are introduced to the assessment of challenging behavior and methods to prevent problem behavior with young children. Emphasis is placed on challenging behavior in the school, home, and community.
Support this knowledge by describing the major experimental basis of current understanding in the field, and be able to critically analyze and evaluate hypotheses, methodology and experimental design.

Communicate among the basic sciences and other disciplines related to organizational concerns, such as ethics, business, and regulatory affairs.

Be able to comprehend applications of biochemical knowledge and reasoning to applied areas such as the clinical sciences, pharmacy, medically oriented biotechnology, and public health.

Curriculum
Students are required to take 12 graduate level courses, for a total of 36 credits. Curriculum includes 7–8 core courses and 4–5 graduate electives.

Course Offerings
BMS 605 Biochemistry I: Biomolecular Structure and Function
BMS 606 Biochemistry II: Metabolic and Regulatory Aspects
BMS 609 Cell and Tissue Biology
BMS 611 Molecular Genetics
BMS 615 Human Physiology or Elective
BMS 620 Current Topics in Biomedical Research
HP 600 Biostatistics
BMS 640 Field Experience I
BMS 641 Field Experience II

Graduate Electives
CO 602 Business and Professional Communication
CO 603 Theoretical and Practical Applications of Communication
CO 609 Conflict Resolution and Negotiation
CO 613 Writing for the Professional Workplace
HP 601 Health Ethics & Law
ID 603 Exercises in Advanced Writing for the Health Professions
HP 606 Analysis of Public Health Issues
HP 633 Introduction to Epidemiological Methods
RA 601 Overview of the Medical Product Industry
RA 602 Overview of FDA Regulation
RA 604 Medical Device Regulation
RA 608 Clinical Research Methods (Prerequisites required)
RA 609 Clinical Trial Management (Prerequisites required)
RA 616 Project Management

COURSE DESCRIPTIONS

BMS 605 Biochemistry I: Biomolecular Structure and Function
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: Metabolic and Regulatory Aspects
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/Corequisite: Biochemistry (BMS 605 or BMS 606) 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 the understanding of physiological homeostatic mechanisms. Prerequisite: BMS 609 or BMS 606 or permission of instructor

BMS 620 Current Topics in Biomedical Research
This seminar course will emphasize evaluation of the primary research literature pertaining
to mechanisms of disease and rationale of treatments. After providing an overview of pathology and epidemiology, the focus of analysis will be experimental evidence pertaining to molecular, cellular, and genetic mechanisms of disease. Topics may be drawn from areas in neuroscience, infectious disease, immunology, and endocrinology and cancer biology. Prerequisites: BMS 605, BMS 606, BMS 609, BMS 611, BMS 615 or permission of instructor

BMS 640 Field Experience I
This course is the first in the capstone experience for the MS in Biomedical Sciences degree. The student, with guidance from faculty mentors, will develop a proposal for a research project. The project may be done at a university, medical school, or biotechnology research facility. This student-initiated project may be done where the student is employed or at organizations found by the student. A minimum of 100 hours at the host institution is required; with approval, this contact at the host institution may extend into BMS 641. Prerequisites: BMS 605, BMS 606, BMS 609, BMS 611, BMS 615, BMS 620

BMS 641 Field Experience II
This is a continuation of BMS 640. Upon completion of the field work, the student will present formal written and oral reports that include the background literature and rationale for the project, the results of the project, and a discussion of the significance and future directions of the project. A minimum of 100 hours at the host institution is required.

MASTER OF SCIENCE IN HEALTH ADMINISTRATION

Mary Ann Hart, Program Director

Program Vision
The Graduate Program in Health Administration prepares health care managers who are innovative leaders and change agents in health care organizations and society.

Mission Statement
The Graduate Program in Health Administration educates a diverse student population to be future health care leaders and managers though the achievement of key leadership and management competencies that will improve access to quality, cost-effective health care to diverse communities, populations, and individuals.

Program Focus & Curriculum
The Master of Science in Health Administration is designed to develop highly effective health care managers and leaders through a program of study focused on the critical ethical, legal, social, policy, management, and leadership issues in health administration and through a hands-on field experience in a health care setting. It consists of forty-two credits of study (fourteen three-credit courses total) including: ten core requirements, a field experience in health administration, and four electives. Students must choose a health informatics elective, a communications elective, and two other electives with advisor approval. All courses, designed with the busy working professional in mind, are offered on weekends and evenings, and some are taught in a hybrid format with an on-line component. A flexible schedule of full or part-time study can be designed according to individual student needs. The student can complete
a full–time course of study in as little as sixteen months or a part–time option in as little as two years. Through a cross–registration agreement with Brandeis University, students may opt to take their elective courses at the Heller School for Social Policy and Management. In addition, the student may complete a concentration in Health Informatics or Gerontology, in which 3 courses in the concentration are taken as part of the Master of Science in Health Administration course sequence and the student completes his/her field experience in the area of concentration.

Student Learning Outcomes for the Graduate Program in Health Administration

Students will:

- Assess the social, political, and economic issues influencing health care delivery in relation to access, cost, and quality.
- Identify policy and management strategies to initiate multidisciplinary change affecting the quality of the health care.
- Synthesize evidence from health care research and theory to enhance the delivery of health care in communities, populations, and individuals.
- Achieve excellence in management skills, such as in organizational change and leadership, problem-solving, decision-making, and execution; in health information systems, management accounting and financial analysis, continuous quality improvement, operations and system integration, and in workforce development and diversity.
- Develop systems supportive of effective oral and written communication at the organizational and community levels.
- Apply ethical, legal, and professional standards of practice for health administrators and organizations.
- Demonstrate strategic leadership and management skills to lead and manage healthcare organizations in a changing healthcare environment.
- Design and advocate for policies to improve health care delivery in communities, populations, and individuals.

Required Courses

HP 601 Health Ethics and Law
HP 602 Concepts in Health Administration
HP 609 Health Policy, Politics, and Perspectives
HP 608 Health Care Quality Management
HP 611 Management Accounting in Health Care
HP 614 Financial Analysis in Health Administration
HP 619 Research Methods for the Health Professions
HP 620 Field Experience
HP 622 Economics of Health Care
HP 648 Strategic Management of Health Care Organizations

Communications Elective

Health Informatics Elective

Two additional electives may be taken from courses offered in communications, gerontology, health informatics, or health policy. Students are encouraged to consider electives at Brandeis University’s Heller School of Social Policy and Management.

Health Informatics Concentration

HP 635 Health Information Systems
HP 638 Strategic Leadership in Health Informatics
HP 643 Database Management and Development for Healthcare
HP 620 Field Experience (in Health Informatics)

Gerontology Concentration

HP 623 Gerontology: A Multidisciplinary Approach
HP 626 Social, Political, and Economic Perspectives in Gerontology
HP 629 Chronic Illness and Aging: Management, Palliation, and End-of-Life Considerations
HP 620 Field Experience (in Gerontology)
CORE COURSE DESCRIPTIONS

HP 601 Health Ethics and Law
This course introduces students to the complex area of health ethics and law. Ethical and legal issues related to organizational and professional responsibility, patient rights and informed consent, reproduction and human genetics, end-of-life care, duty to treat and to warn, and clinical research and experimentation are among the areas of study and discussion. Prerequisites: HP 602, HP 609, or permission of the program director.

HP 602 Concepts in Health Administration
This is an introductory course to the field of Health Administration. Topics include health care leadership and management, strategic planning, human resources, marketing, quality management and cultural competency/diversity in healthcare organizations.

HP 608 Health Care Quality Management
This course is for students preparing for careers in health administration or for other leadership roles in health care. The history and evolution of health care quality improvement, quality measurement, patient safety, organizational systems and design, accreditation, Continuous Quality Improvement (CQI), and utilization management are among the issues that are explored. Prerequisites: HP 602, HP 609, or permission of the program director.

HP 609 Health Policy, Politics, and Perspectives
This course examines U.S. health care policy and the political challenges related to delivery, cost, quality and access to care. The course is in seminar format with a field experience component which allows students to observe the policy-making process and the role of government and private stakeholders in the financing and delivery of services.

HP 611 Management Accounting in Health Care
This course introduces students to the basic concepts and principles of financial and managerial accounting. Students will learn management use of accounting information for internal reporting, planning, and decision making, including analysis of financial information, accounting principles and procedures, and current business practices in health care. Prerequisites: HP 602, HP 609, or permission of the program director.

HP 614 Financial Analysis in Health Administration
This course will give prospective managers a basic knowledge of accounting and financial management concepts and vocabulary as they apply to healthcare organizations. Students will learn to interpret and evaluate the financial statements, examine approaches to costing and price setting, perform and evaluate resource allocation decisions, utilize budgeting concepts, apply and evaluate reimbursement mechanisms, understand financial management concepts, and evaluate the impact of institutional financial management on the quality of the patient care delivery system. Prerequisites: HP 602, HP 609, HP 611, HP 619, HP 622, or permission of the program director.

HP 619 Research Methods for the Health Professions
This course will introduce health professionals and other interested students to the fundamentals of social science research methodologies. The course will provide an overview of quantitative, qualitative, and mixed-methods research design, analytic techniques and ethical considerations of health research for use in the health field. The goal of this course is to acquaint students with basic methodological concepts and research tools. The course emphasizes practical application of research methods to enable the health professional to interpret and apply research findings, collaborate with researchers/evaluators, and/or determine research needs for programs.

HP 620 Field Experience in Health Administration
Students will spend 100 hours in a health care setting experiencing the role of the health administrator or leader as the manager of health services. Placements will be with managers of departments within insurance companies and managed care organizations, hospitals and long term care institutions, clinics and outpatient departments, state health care agencies, or nursing homes and home health agencies. The course meets in the classroom approximately 6 times per semester. This course is typically taken in the final semester of study. Prerequisites: HP 601, HP 602, HP 609, HP 608, HP 611, HP 619, HP 622.

HP 622 Economics of Health Care
This course uses economic analysis to help understand the economic challenges confronting our healthcare system. Topics include supply and demand in health care, market forces, health reform, and health care financing. Prerequisites: HP 602, HP 609.

HP 648 Strategic Management of Health Care Organizations
This course covers complex issues related to organizational behavior and leadership, strategic planning, human resources, and other management issues and challenges in a wide range of healthcare organizations, including non-profit, community-based healthcare organizations. Prerequisites: HP 601, HP 602, HP 609, HP 611, or permission of the program director.
MASTER OF SCIENCE IN ORGANIZATIONAL & PROFESSIONAL COMMUNICATION

Colleen C. Malachowski, Program Director

Program Philosophy
The degree program in Organizational and Professional Communication 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. Academic knowledge, combined with practical, experiential learning in the communication field, enables students to become successful professionals who can compete in the challenging communication job market.

Program Focus
The Master of Science in Organizational and Professional Communication provides intensive and comprehensive training on the advanced level for students who have earned a bachelor’s degree. The program is theoretical in nature, yet provides students with practical applications of the material they are learning. An active learning format is central to the course design, and, where appropriate, the courses are organized around in-depth project-based research topics. A unique feature of the Master of Science in Organizational and Professional Communication is its interdisciplinary nature. In addition to a core of required communication courses, students can draw from other graduate programs currently offered at Regis.

Student Learning Outcomes for Organizational & Professional Communication

Students will:
- Deliver and evaluate professional oral presentations in varied settings
- Collaborate in small groups using effective teamwork skills
- Write clear and effective professional reports
- Design an integrated marketing communication campaign with new technologies in the field
- Apply quantitative and qualitative research tools in professional settings
- Evaluate major communication theories and apply theory in appropriate settings
- Employ effective techniques for communicating with people of diverse cultural backgrounds in the workplace

Students are required to take ten graduate level courses:
- A minimum of eight graduate courses in communication
- Two graduate courses could be taken in their graduate discipline
- Two of the eight communication courses must be Communication Research Methods (CO 607) and Supervised Thesis/Project (CO 608)

Course offerings include:
CO 601 Intercultural Communication
CO 603 Communication Theory
CO 604 Persuasive Communication
CO 606 Organizational Communication
CO 607 Communication Research Methods
CO 608 Supervised Thesis/Project
CO 609 Conflict Management and Negotiation
CO 610 Crisis Communication
CO 611 Public Relations
CO 612 Health Communication
CO 614 Communication Practicum
CO 615 Corporate Social Responsibility
CO 616 Integrated Marketing Communication
CO 617 New Multimedia Communication
ID 500 Foundations Seminar: Introduction to Professional Writing
ID 515 Grant Writing, Fundraising, and Appeal Writing
ID 516 Advanced Writing for Business
COURSE DESCRIPTIONS

CO 601 Intercultural Communication
This course provides an in-depth study of the human communication process as it operates in the challenging, global framework of today's world. Understanding the various factors operating in the diverse approaches to communication found in all sectors of human society around the globe will enable students to develop strong leadership skills that are applicable in the workplace and in the political realm, as well as in the health and education fields. An appreciation of cultural differences and their impact on one's own communication styles and outcomes will be gained through individually designed, project-based research topics, selected according to the needs and interests of the student.

CO 603 Communication Theory
This course provides an overview of major communication theories, with an emphasis on communication styles and approaches operative in today's workplace environment. Strategic planning, analysis, and critical thinking in light of contemporary trends and issues will be studied. Students will be involved in developing and presenting a comprehensive communication plan.

CO 604 Persuasive Communication
This course examines the theoretical principles of persuasion, as well as the tools, techniques, and strategies for effectively influencing others. Persuasive tactics such as advertising, direct marketing, and e-marketing will be studied and evaluated. Students will construct persuasive messages and will design an actual persuasion campaign.

CO 606 Organizational Communication
The focus of this course is on strategies and tactics for reaching internal audiences. The need for gender and diversity training, whole work-life planning for employees, and developing assessment tools within the framework of the corporate culture of an organization will be explored.

CO 607 Communication Research Methods
The various theoretical approaches and ethical responsibilities of conducting research in communication will be analyzed. Students will study the methods researchers use to find and evaluate documents and will learn about both qualitative and quantitative design and research. Students will write their thesis/ project proposal during the course of the semester.

CO 608 Supervised Thesis/Project
Students will complete the thesis or project started in CO 607. This requirement of the M.S. in Organizational and Professional Communication should be viewed primarily as an opportunity for students to utilize some of the skills acquired in the various courses taken in the program. It can take the form of a traditional research thesis, using quantitatively or qualitatively based methodology, or it may be an applied project in which the student prepares an in-depth organizational plan relevant to a specific organization in the corporate or not for profit sector.

CO 609 Conflict Management and Negotiation
Students will examine the nature, types, process, styles, and strategies of conflict in a variety of interpersonal and organizational settings. Using a case-study approach, students will analyze the various ways in which conflict is negotiated and managed with a view toward selecting the most effective strategies for each situation.

CO 610 Crisis Communication
Crisis communication is an increasing concern for all businesses and professions. Students will explore the components of crisis communication and will study pre-crisis planning, including the formation of a crisis management team, as well as effective responses to organization crisis through timely communication. Through case studies and research, students will learn appropriate communication strategies to manage all phases of crisis.

CO 611 Public Relations
This course presents the theory and practice of public relations and marketing communication and how these disciplines operate within organizations. Students will study the professional development of the field, concepts, issues, and principles and theories guiding the practice of public relations and marketing. The course emphasizes the need for well informed, ethical practitioners with skills and abilities in key areas such as relationship building, strategic planning, reputation management, media monitoring and writing. Case studies and discussions of ethical issues will be dealt with throughout the course.

CO 612 Health Communication
This course explores the communication demands of health care and health promotion, examines current issues and problems in the modern healthcare system, and identifies communication strategies health care providers or managers can employ to achieve their health care goals.

CO 614 Communication Practicum
A guided practical field experience, this course allows students in the program to apply theoretical knowledge gained in the classroom to actual work settings in the communication field. Sites within public relations, corporate communication, human resources, event planning, health communication, and training and development are just some of the areas one might choose. The course is especially useful to students as a preparation for CO 608: Thesis/Project since a number of practical topics
for research or project development should emerge within the work environment.

CO 615 Corporate Social Responsibility
This course presents the theory and practice of corporate social responsibility (CSR) with an eye toward practical application. Students will study the origins and concepts of the practice and the evolution of CSR, examine economic and societal issues, and evaluate the impact, criticisms, and future of CSR. This course provides 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.

CO 616 Integrated Marketing Communication
Effective corporate communication in today’s global marketplace necessitates the merging of the functions of marketing, advertising, public relations, and promotion. Integrated Marketing Communication will provide the theoretical and practical knowledge of how these areas can best work together to meet an organization’s challenges and solve its problems. The course will look at business firms and non-profit organizations, and will place special emphasis on public opinion and its role in the integrated marketing communication mix. Strategies for program planning and evaluation will be examined. Topics studied will include message consistency, managing the brand, use of traditional media, and web-based activities to maximize effectiveness.

CO 617 New Multimedia Communication
This hands-on course introduces students to some of the social media and multimedia tools that have become part of the professional writer’s skill set. The course will review best practices for blogging, Facebook, Twitter, and other tools as well as exposing students to video editing, photo editing, and audio production for the Web. Students will create projects using a selection of these tools. Guest speakers and readings will probe the social and cultural issues raised by new media. The goal is to help students create a tool kit and develop problem-solving skills that will be useful now and in the future.

ID 500 Foundations Seminar: Introduction to Professional Writing
This core course in the graduate program will introduce students to the skills necessary in the field of professional writing and will explore the opportunities in the field. Students will learn about the variety of genres involved in writing professionally, including articles, proposals, presentation, social media campaigns, grants, speeches, position papers, executive summaries, and more. Professional writing expectations and possibilities in diverse fields of business, economics, public policy, health and sciences, and the differences between writing for the for-profit and non-profit sectors will also be explored.

ID 515 Grant Writing, Fundraising, and Appeal Writing
In this hybrid course, students will be exposed to the best practices for researching, writing, and following up on grants and other forms of fundraising for non-profits. It covers preparation of proposals to federal and local agencies, corporations, and private foundations on behalf of 501 (c)(3) organizations as well as schools and charity groups. Students will learn how to write successful proposals including: case statement, goals and objectives, program budget, management plan, and evaluation sections. Additionally, students will practice writing skills in non-profit management, such as the creation of effective fundraising letters and annual appeals.

ID 516 Advanced Writing For Business
This course will expose students to the vibrant field of business writing with a focus on writing about technology. Taught by a professional in the field, the class will cover the rudiments of writing to a corporate, entrepreneurial, or business-savvy audience on issues and topics current in today’s media market. Students will learn best practices in writing for company blogs, trade journals, and other outlets.

MASTER OF SCIENCE IN REGULATORY AND CLINICAL RESEARCH MANAGEMENT
- Joni Beshansky, Program Director

Program Description
The graduate program in Regulatory and Clinical Research Management is intended for candidates with baccalaureate degrees in the sciences, engineering, nursing, or other health professions. Other candidates may enter the program with permission of the program director. Candidates are those who wish to start, advance, or transition their career in biotechnology, device, or pharmaceutical industries, research
entities, or clinical research organizations. The program provides the knowledge and skills for excellence as regulatory, quality system, or clinical research professionals. Each student selects a specialty track, either Regulatory Management or Clinical Research Management.

Students seeking the Master of Science complete thirty-three credits of study. While the curriculum emphasizes regulatory affairs and clinical research, the Master of Science program includes other topics, such as health policy, health economics, and communication. The program consists of 33 credits: 6 core courses and 3 specialty track courses (totaling 27 credits) and 6 credits of electives. Electives may be in the other track or within other graduate programs, such as health administration. An independent field experience project, approved by a faculty advisor and a host company or clinical research organization, is required. The field experience gives students “hands-on” experience. The student delivers results of value to the sponsoring organization and prepares a project report on the experience.

Program Objectives

- To implement a curriculum based on current international standards of regulatory, quality systems, and clinical research
- To develop professionals who will be in position to move into leadership positions in these growing areas as well as into professional associations
- To play a leadership role in developing competency and accreditation standards for academic programs in both regulatory and clinical research management

Student Learning Outcomes for the Graduate Program in Regulatory and Clinical Research Management

Students will:

- Understand and apply the basic principles and issues in medical product regulation and clinical research
- Apply current U.S. and International requirements to diverse product technologies and medical applications
- Determine and influence current and applicable laws, regulations, and guidelines to enhance drug and device safety
- Understand the concerns of professionals with whom they interact including company management, product development and production, marketing, regulatory agencies, test houses, trade associations, and standards development organizations
- Organize and analyze data and understand principles of statistical analysis
- Develop and practice oral and written communications skills needed for these interactions
- Be ready to fill the growing need for regulatory and clinical professionals as the need for and sophistication of health product technology and systems continue to evolve

Core requirements

- RA 601 Overview of the Medical Product Industry
- RA 602A Overview of FDA Regulation
- RA 605 Field Experience
- PBH 600 Biostatistics
- HP 601 Health Ethics and Law
- ID 603 Advanced Writing for the Health Professions

Other Possible electives include:

- HP 622 Economics of Health Care
- HP 609 Health Policy, Politics, and Perspectives
- RA 630 Combination Products
- RA 631 Personalized Medicine
- RA 632 Quality System Auditing
- RA 633 Chinese Medical Device Regulation
- RA 634 Advanced Regulatory Strategy

Clinical Research Management Track Requirements

- RA 608 Clinical Research Methods
- RA 609 Clinical Trial Management
- RA 616 Project Management
Regulatory Management Track Requirements
RA 603A Pharmaceutical Product Regulation
RA 604A Medical Device Regulation
RA 615 Risk Management and Quality Systems

Electives
A student may take courses required for the track not chosen. For example, a candidate in the Clinical Research Track can take RA 603A, RA 604A, or RA 615 as an elective.

Additional courses
Other courses may be chosen as electives with the approval of the Regulatory and Clinical Research Management Graduate Program Director.
Consistent with Regis policy, two relevant graduate courses from other universities may be transferred subject to the program director's approval.

CORE COURSE DESCRIPTIONS
For courses provided by other graduate programs, that is, that do not have the “RA” course prefix, please see the course description in the corresponding section of this catalog: CO Organizational and Professional Communication HP Health Administration, Informatics, and other Health Professions courses, NU Nursing

RA 601 Overview of the Medical Product Industry
This overview of the industry is intended to provide a common basic level of understanding, whether the student comes directly from an undergraduate program, another graduate program, or from industry experience in limited types of products or associate activities. It includes:
- the medical product industry (pharmaceutical, biotechnology, and devices) typical company structures laws, regulations, and standards
- the government structures, agencies, organizations, and societies that influence and produce them
- regulatory agencies that enforce them
- third-party organizations (product testing, quality system auditing, and/or clinical research organizations) the healthcare industry (providers, such as hospitals and clinics, and other health related entities such as insurance companies, HMOs, and government health plans)

RA 602A Overview of FDA Regulation
This overview of the Food and Drug and Cosmetic Act describes the basis for FDA regulation of the development, production, and the approval processes for drugs, devices, biologics, foods, and cosmetics.

RA 603A Pharmaceutical Product Regulation
This course covers current information on the laws and U.S. Food and Drug Administration (FDA) regulations regarding the control and regulation of drugs and biologics, the manufacturing processes, marketing, and compliance procedures. An overview of classic drug development process model including pre-clinical, clinical (Phases 1, 2, 3, and 4), and post-marketing surveillance are addressed. Case studies are used so that actual examples can be examined first hand. Prerequisites: RA 601 and RA 602A

RA 604A Medical Device Regulation
This course includes a survey of the principles of medical device regulation focused on the regulations of the United States, the European Union, and Canada. Students select a hypothetical product as a semester-long project and apply what they learn about each of the issues covered, including classification, quality systems, design controls, standards, software, biocompatibility, infection control and sterilization, production control, and postmarket activities. Prerequisites: RA 601 and RA 602A

RA 605 Field Experience in Regulatory Affairs
This course consists of a coordinated field experience at a biotechnology company or research organization. Students will apply the principles learned in classes to produce results of value to the host organization. The experience can occur where the student is employed or at organizations found by the student. Faculty and fellow students can help identify appropriate sites and projects. Project locations and the nature of the experience must be approved by the Regis faculty and by the host organization. Prerequisites: Courses appropriate to the project as determined by faculty advisor.

RA 608 Clinical Research Methods
This course offers an introduction to common clinical research and analytical methodologies used in device and pharmaceutical product development. Specific topics include proof of concept and technology development surrounding device feasibility studies, exploration of new applications, indications and modification methods, and safety and effectiveness. Also included are human factors engineering, medical personnel usability, and over-the-counter, home use, or direct-to-consumer products demonstration of clinical value, and qualifications for reimbursement. The student learns the specific methods for different products and applications, such as, pharmaceuticals, biologics processing
(e.g., blood processing), in vitro diagnostics, clinical laboratory instruments, and monitoring, diagnostic, therapeutic, or preventive devices. Factors in the design of clinical research methods include:
- statistical methods and power analysis, quantitative versus qualitative methods, protocol design, and inclusion/exclusion criteria
- selection of study sites and investigators, including the choice of foreign or domestic sites
- regulatory and ethical restrictions

**Prerequisites:** RA 601 and RA 602A. It is recommended that RA 609 be taken before RA 608.

**RA 609 Clinical Trial Management**
This course provides an introduction to the fundamentals of clinical trials, including The Code of Federal Regulations as they pertain to clinical trials, the role of the FDA, basics of drug and medical device trials, the FDA submission process, Good Clinical Practices, Institutional Review Boards, managing and monitoring clinical trials, and ethical principles including informed consent and conflict of interest. Prerequisites: RA 601 and RA 602A

**RA 615 Quality Systems and Risk Management**
The student learns requirements and industry practice associated with the Medical Device Quality System Regulation, pharmaceutical Good Manufacturing Practice, Good Clinical Practice, Good Laboratory Practice, and associated international standards. Principles of quality system auditing will be studied and practiced in role-playing case studies. The principles of risk management and related regulations and standards are also taught and exercised in case studies. Risk management is applied to situations throughout the product life cycle. This course uses economic analysis to help understand the economic and financial problems now confronting our healthcare system. Considerable attention will be given to topics of current public concern including rapidly increasing costs, Medicare and Medicaid, excess capacity, expensive new technologies, national health insurance, and the problem of the uninsured. Prerequisites: RA 601 and RA 602A

**RA 616 Project Management**
This course will cover project management terminology, key concepts, and ideas for planning and scheduling projects including assessment and management of project time, cost, scope, risk, and quality. The role of an effective project leader is a demanding one that requires a clear understanding of the five project processes: initiating, planning, executing, controlling, and closing. Effective project management and its concurrent need to establish defined scope, within budget and completion dates is key to success in today's dynamic biotech, pharmaceutical, and healthcare environments. Core principles and fundamentals will be covered, illustrating interpretation and application of such requirements:
- The Project Life Cycle: Initiating, Planning, Executing, and Closing Projects
- Recognition of Project Management Tools and Templates
- Scope (Project Charter), Time (Work Breakdown Structure), and Financial Management (Budget)
- Defining Roles and Responsibilities
- The Importance of Team Building and Teamwork
- Team Dynamics, Risk Assessment, Lessons Learned and Process Improvement
- Managing Client/Vendor Relationships

**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 and 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 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 632 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.)

**RA 633 Chinese Medical Device Regulation**
This course introduces the student to the basics of Chinese regulations for medical devices and in vitro diagnostic (IVD) reagents. Subjects include product registration, quality systems, manufacturing and distribution licenses, and post-market surveillance regulations. The course will discuss the strategy issues in planning a China submission.

**RA 634 Advanced Regulatory Strategy**
As medical products become more and more complex, the regulatory strategies and clinical trials...
necessary to successfully bring these products to market will become similarly complex. Being able to design, implement, and defend these regulatory strategies and the clinical trials to support them is a required and valuable skill for regulatory and clinical trial professionals. Using case studies from a range of clinical specialties, participants will discuss a variety of regulatory strategies and clinical trial options, the advantages and disadvantages of each, and when and how to use them.

ID 603 Advanced Writing for the Health Professions
This course provides health profession graduate students exercises in developing documents for the various types of readers encountered in the health professions including notifications to the general public, submittals to agencies, management summaries, information for professionals, and processes for non-professional employees. Students will learn the principles of clear written communication and the tools for collaborative writing.

MASTER OF SCIENCE IN MOLECULAR IMAGING & THERAPEUTICS

David Gilmor, Program Director

Program Description
As the field of medical imaging rapidly changes due to the growth of new modalities, innovative technologies, and novel research applications, so does the need for highly qualified, master’s-level medical imaging professionals. Today’s technologist is no longer solely working within a clinical setting; rather, the role is evolving to demand a broader, research-based, and dynamic skill set.

There are two (2) tracks for the program. The first track is for individuals who do not already hold a certification and license in the field of nuclear medicine. Track one allows students to become certified in Nuclear Medicine first.

Nuclear Medicine combines chemistry, physics, mathematics, computer technology, and medicine in using radioactivity to diagnose and treat diseases. Nuclear Medicine provides information about both the structure and function of virtually every major organ system. It is this ability to characterize and quantify physiologic function which separates nuclear medicine from other radiology modalities.

This program prepares students to be competitive in the job market. Students will perform clinical internships at cutting edge, major academic medical centers and advanced community based hospitals in and around the Boston area.

Student Learning Outcomes for Medical Imaging

Students will:

- Acquire a deep understanding of the array of imaging modalities and techniques applicable to the field of molecular imaging, therapeutics, and regulatory and clinical research management.
- Integrate knowledge of current advances in the field to provide consultative expertise for physician, scientist, industry, and government stakeholders engaging in preclinical and clinical research projects.
- Develop effective research, analysis, and writing skills in order to promote the role of the medical imaging technologist as integral to the advancement of scientific and medical knowledge.
- Advance the field of molecular imaging and therapeutics through the development of innovative, personalized treatment options and improved health outcomes for patients.

Admissions Criteria:

Students who desire entry into the MS in Molecular Imaging & Therapeutics program will need to meet the required criteria necessary to be admitted to the Regis Graduate programs: Track 1: MS in Molecular Imaging & Therapeutics + Nuclear Medicine Technology Certification

BS/BA degree in a natural science awarded by a regionally accredited U.S. post-secondary institution with a strong molecular science background or permission of the program director.

Grade Point Average (GPA) of 3.0 or higher. If the GPA is below 3.0, the GRE is required.

Prerequisite courses: must also be completed at regionally accredited U.S. post-secondary institutions and taken within seven years prior to application deadline.

Chemistry I & II with Lab
Anatomy & Physiology I & II with Lab
Statistics
General Physics with Lab

**Track 2: M.S. in Molecular Imaging & Therapeutics for Registered Nuclear Medicine Technologists**
BS/BA degree in a natural science awarded by a regionally accredited U.S. post-secondary institution with a strong molecular science background or permission of the program director.
Grade Point Average (GPA) of 3.0 or higher. If the GPA is below 3.0, the student is encouraged to take two (2) graduate courses prior to applying to the program. If the student receives a “B” or better, the GRE may be waived.

Current credentials in Nuclear Medicine Technology awarded by the Nuclear Medicine Technology Certification Board (CNMT) and/or the American Registry of Radiologic Technologists (RT(N)).

An option is available to students to complete the BS completion program in Medical Imaging and move directly into the MS in Molecular Imaging & Therapeutics.

**Track 1 MS in Molecular Imaging + Certification in Nuclear Medicine Technology**
(The first year must be completed full-time, on-campus. The remaining courses can be completed part-time with hybrid/virtual option.)

This graduate degree program is for those students seeking Nuclear Medicine Technology certification and the master of science degree. Students in this track are eligible to sit for certification exams at the end of the first year.

*This program is based on a cohort model. It is a full-time program with only 1 start a year.

**Required Courses for Track 1:**
Nuclear Medicine Certification Courses: NM 401, NM 405, NM 450, MI 330, NM 410, NM 415, NM 420, NM 451, NM 452, MI 470, MI 477, NM 470, NM 453
Remaining courses required for the MS degree: HP 603, PBH 600, MI 601, MI 605, MI 610, MI 630, MI 640, MI 650, MI 680 RA 602, RA 603, RA 609, RA 616

**Track 2: MS in Molecular Imaging for Registered Nuclear Medicine Technologists (32 credits)**
Track 2 is for individual who are already certified in Nuclear Medicine and may be completed on a full-time or part-time basis. Students may start during any semester but must follow the outlined curriculum.

**Required courses**
HP 603, PBH 600, MI 601, MI 605, MI 610, MI 630, MI 640, MI 650, MI 680 RA 602, RA 603, RA 609, RA 616

**COURSE DESCRIPTIONS**
For NM courses, please see the Nuclear Medicine program in the Undergraduate section, pages 122-124.

**MS IN MOLECULAR IMAGING & THERAPEUTICS COURSES**
PBH 600 Biostatistics (3 credits)
This course is designed to teach the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals and hypothesis testing; sample size and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of confounding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading the literature.

HP 603 Advanced Writing for the Health Professional (3 credits)
This course provides exercises in developing documents for the various types of readers encountered in the health professions, for example, notifications for the general public, submittals to agencies, management summaries, information for professionals (doctors, nurses, scientists, or engineers), and processes for non-professional employees. Students will learn the principles of clear written communication and the tools for collaborative writing.

RA 602 Overview of FDA Regulations (3 credits)
This course describes the basis for FDA regulation of the development, production, and approval processes for drugs, devices, biologics, foods, and cosmetics.

RA 609 Clinical Trials Management (3 credits)
This course provides an introduction to the fundamentals of clinical trials, including The Code of Federal Regulations as they pertain to clinical trials, the role of the FDA, basics of drug and medical device trials, the FDA submission process, Good Clinical Practices, Institutional Review Boards, managing and monitoring clinical trials,
GRADUATE NURSING PROGRAMS

Penelope M. Glynn, Dean, School of Nursing and Health Sciences  
Diane Welsh, Associate Dean, Nursing  
Valerie Hunt, Assistant Dean, Graduate Nursing

Purpose

The purpose of the Graduate Nursing Programs at Regis is to prepare professional nurses as specialists with advanced knowledge in nursing leadership and advanced nursing practice. The graduate nursing program becomes the foundation for further preparation for studies in the Doctor of Nursing Practice or other doctoral level programs. The Graduate Nursing Program at Regis subscribes to and functions within the stated mission and goals of Regis and is based on the belief that the liberal arts and nursing education provide essential preparation for a variety of roles within the nursing profession. The Graduate Nursing Program at Regis College is accredited by Accreditation Commission For Education in Nursing, Inc., formerly named the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404.975.5000; Website: www.acenursing.org.

Philosophy

The Nursing programs are an integral component of Regis. Founded upon the ideals expressed in the Gospel of Jesus Christ and dedicated to the exploration of religious traditions, Regis is committed to excellence in scholarship and service. In concurrence with the mission of Regis, the Nursing faculty accept the responsibility of providing an environment in which the learner can gain a breadth of knowledge in the humanities, natural sciences, and social sciences, as well as an in-depth understanding of one sector of learning. The faculty believe that by fostering professional growth, they encourage the student to become a positive influence on the nursing profession and society.

The Nursing faculty are committed to the education of nurses from the undergraduate through the graduate level. The faculty believe that multiple levels of nursing practice exist. The Nursing programs

RA 616 Project Management (3 credits)

This course will cover project management terminology, key concepts, and ideas for planning and scheduling projects including assessment and management of projects time, cost, scope, risk, and quality. The role of an effective project leader is a demanding one that requires a clear understanding of the five project processes; initiating, planning, executing, controlling, and closing. Effective project management and its concurrent need to establish defined scope, within budget and completion dates is key to success in today’s dynamic biotech, pharmaceutical and healthcare environments.

MI 601 Advanced Imaging Techniques (3 credits)

This course will cover advanced techniques including positron emission tomography (PET), single photon emission computed tomography (SPECT), magnetic resonance imaging (MRI), micro computed tomography (micro-CT), optical imaging (fluorescence and bioluminescence), and magnetic particle imaging (MPI).

MI 605 Preclinical Imaging Research (3 credits)

This course provides an overview of the techniques that can be used for preclinical imaging studies targeted towards pharmacology and the pharmaceutical industry, including the theory of small animal handling, anesthesia issues, and ethical issues.

MI 610 Research Regulations & Quality in Imaging (3 credits)

This course explores the standards associated with various regulatory and accreditation bodies.

MI 630 Molecular Imaging & Therapeutics Seminar Topics I (1 credit)

This course is designed as a lecture series from recognized subject experts in the field of Molecular Imaging and Therapeutics. The course will take place in conjunction with the SNMMI Annual Meeting, with requirements of interacting with the field experts virtually or in attendance at the annual meeting.

MI 640 Molecular Imaging & Therapeutics Seminar Topics II (1 credit)

This course is designed as a lecture series from recognized subject experts in the field of Molecular Imaging and Therapeutics. Course will take place in conjunction with the SNMMI Annual Meeting, with requirements for presenting oral and/or poster abstracts and opportunities for networking with molecular imaging professionals from around the world.

MI 650 Pathophysiology Across Radiology Modalities (3 credits)

This course is a seminar that compares the different ways that various imaging modalities approach and demonstrate the same pathological process, including the benefits and challenges associated with each modality.

MI 680 Imaging Research Field Experience (3 credits)

This internship course provides a guided practical field experience in the molecular imaging & therapeutics industry. Students may complete field experience in conjunction with current professional work, or may pursue an alternative internship placement of their choice with the approval of the Program Director.
at Regis College provide the structure for multiple entry and exit points along the continuum of the nursing profession beginning with the associate degree and continuing through the master’s and doctorate degrees. The programs build a solid foundation for future endeavors in professional development and educational mobility.

The Nursing faculty believe the central concepts of the discipline of nursing are person, environment, health, and nursing. These four concepts are viewed generically. The concept of person may refer to individuals, families, groups, communities, organizations, or society as a whole. The person is a unique biopsychosocial, cultural, and spiritual being who continuously interacts with the environment throughout the lifespan. Every person has inherent dignity, worth, and individuality, and a right to comprehensive, compassionate health care. Environment refers to all the conditions, circumstances, and influences surrounding and affecting the development of the person. It refers to all possible internal and external stimuli that may influence behavior and adaptation. It may be considered past, present, and future but is always seen in the context of the present. Health is a dynamic state of being and becoming integrated and whole in which the individual adapts to changes in the environment. Nursing, as an art and science, is a developing system of knowledge about persons, health, and their environment. Further, nursing is unique in the way it synthesizes the liberal arts and the physical, biological, and social sciences through the use of nursing process in the design and delivery of therapeutic nursing interventions for individuals, families, groups, the community, and society.

The concepts of adaptation, nursing process, and professional role explain the relationships and interactions between and among person, environment, health, and nursing. Adaptation is a dynamic process by which the person responds to stimuli in the environment while maintaining personal integrity. The adaptive potential of the person involves flexible adaptation, stability, growth, and change. Nursing promotes adaptation through the systematic, deliberate, intellectual application of the nursing process. Professional role encompasses caring, teaching, advocacy, leadership, management, and research. Therapeutic nursing intervention, critical thinking, and communication are instruments used to promote adaptation, implement nursing process, and develop professional role. They also provide a framework for program outcome assessment.

Nursing education provides opportunity for the student to learn the art of caring based on a scientific body of knowledge that gives direction to nursing practice. Through the curriculum, the student learns to value a holistic approach to the individual, recognizing the person’s capacity to participate in decision making and to make informed choices.

Through a sequence of planned theoretical and clinical experiences, including student self-evaluation and faculty feedback, the student is prepared to assume the role of a professional nurse. Learning is a continuous, lifelong process that guides the learner in the acquisition of knowledge and the development of values and beliefs about people and their needs in an ever-changing society. Learning is the active process of acquiring knowledge, skills, values, attitudes, and abilities that result in behavioral change. The student learns best in an environment that fosters open communication and mutual respect. Such an environment motivates and encourages participation in the educational process. The climate of an academic setting offers opportunities to become more reflective, compassionate, caring, and socially responsible.

Overview of the Graduate Program in Nursing

The Master of Science degree program in Nursing at Regis builds on baccalaureate education as the appropriate foundation for graduate education in nursing. Persons awarded the master’s degree are prepared as nurse administrators or advanced practice nurses whose educational preparation provides advanced knowledge in nursing and the natural and social sciences. For those persons who enter the program without prior nursing education, generalist knowledge is gained within the first two years and validated by registered nurse licensure.

The Doctor of Nursing Practice (DNP) curriculum is a post-master’s curriculum built upon an advanced practice curriculum and is designed for the Clinical Specialist, Nurse Practitioner, Educator, or Advanced Practice Nursing Leader. Select students who have earned a BS in nursing may be considered for the MS-DNP curriculum track. Through the implementation of the Doctor of Nursing Practice program (DNP), nursing at Regis continues to build on its strong and visionary history, motivated by the educational demands of our health care system, while maintaining academic and practice expertise.

The School of Nursing and Health Sciences embraces the opportunity to play a significant role within Regis College and within the nursing profession while educating qualified, highly skilled nurses to work to earn the degree Doctor of Nursing Practice. The Nursing faculty believe that the graduate curriculum encompasses communication, therapeutic nursing intervention, and critical thinking for leadership and advanced nursing practice.
The graduate programs have three distinct foci:

1. nursing leadership/health administration for diverse health care systems
2. advanced practice in primary care of families, children, women, adult/geriatric, or psychiatric/mental health clients
3. advanced practice in adult/gerontology acute/critical care

In order to function in these roles, graduates have a comprehensive understanding of the research process and demonstrate research competence. The Nursing programs are designed using principles of adult education. The faculty believe adult learners are motivated to learn and accept responsibility for their learning. The faculty facilitate and support the learning process. The programs’ plans afford flexibility for the adult learner but ensure the fulfillment of the requirements.

Student Learning Outcomes for Master’s Level Nursing Programs

Students will:

- Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.
- Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings.
- Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.
- Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence based practice to advance the nursing profession.
- Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society.
- Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings.
- Maximize responsibility for continued learning and professional development.
- Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting.
- Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

GRADUATE PROGRAM TRACKS/SPECIALTIES

All graduate nursing program tracks at the master’s level require three core courses:

- NU 601 Nursing Theory (3 credits)
- NU 630 Advanced Nursing Research (3 credits)
- HP 609 Health Policy, Politics, and Perspectives

ADULT-GERONTOLOGY ACUTE CARE CLINICAL NURSE SPECIALIST TRACK

- Sally Cadman, Program Director

The Program

The purpose of the Adult-Gerontology Acute Care Clinical Nurse Specialist master’s degree track is to prepare the baccalaureate-educated registered nurse for the advanced practice challenges faced in the acute inpatient setting. The curriculum is comprised of 12 courses, including the three core courses, the following specialty courses; BI 612, NU 605, NU 620, NU 669, NU 650, NU 662, NU 663, NU 670, and an elective. It is important that the student meet with a faculty member, advisor, or the Program Director to develop a personal curriculum plan as the sequencing of courses can impact the time to complete the program.

Prerequisites
Bachelor of Science in Nursing from an ACEN or CCNE accredited program, statistics, and 2000 hours, or the equivalent to one year of clinical practice (within five years) before reaching NU 662 Acute Care/ Critical Care Role Practicum I.

Sample Curriculum

Adult-Gerontology Acute Care Clinical Specialist

Year 1, Fall
NU 601 Nursing Theory ................................................................. 3
BI 612 Advanced Pathophysiology .................................................. 3
NU 605 Concepts in Nursing Leadership ............................................. 3

Year 1, Spring
NU 641 Advanced Clinical Pharmacology ......................................... 3
NU 630 Advanced Nursing Research ................................................. 3
NU 669 Family Systems Theory ....................................................... 3

Summer
HP 609 Health Policy, Politics, and Perspectives .................................. 3
NU 650 Advanced Health Assessment ................................................. 3
(Note: NU 650 must be taken in the summer prior to NU 662.)

Year 2, Fall
NU 662 Acute Care/Critical Care Role Practicum I ............................... 8
Nu 670 Seminar in Teaching and Learning in Nursing Education ............. 3

Year 2, Spring
NU 663 Acute Care/Critical Care Role Practicum II ............................... 8
Elective........................................................................................................ 3

Total: 46

NURSING LEADERSHIP/HEALTH ADMINISTRATION TRACK

Valerie Hunt, Program Director

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 comprised of 14 courses; three core courses, the following specialty courses HP 601, HP 608, HP 611, HP 614, HP 622, NU 605, NU 612, NU 623, NU 627, an Informatics elective, one graduate elective, and includes eighty hours of fieldwork and eighty hours of clinical/leadership mentorship.

Graduate courses taken at other accredited institutions prior to admission may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important that the student meet with a faculty member, advisor, or the program director to develop a personal curriculum plan as the sequencing of courses can impact the time to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

Prerequisites

Statistics

Two-Year Sample Curriculum

Nursing Leadership/Health Administration

Year 1

Summer Session I
NU 605 Concepts of Nursing Leadership ........................................... 3
Graduate Elective .............................................................................. 3
GRADUATE COURSE DESCRIPTIONS

Summer Session II
NU 601 Nursing Theory .................................................................3

Fall Semester
HP 622 Economics of Healthcare ................................................3
HP 608 Health Care Quality Management ................................3

Spring Semester
NU 612 Organizational Structure in Nursing Leadership ........3
Informatics Elective ........................................................................3

Summer Session I
HP 601 Health Ethics and the Law ...............................................3
HP 609 Health Policy, Politics, and Perspectives .........................3

Summer Session II
NU 623 Regulatory Issues in Nursing Leadership ...................3

Year 2
Fall Semester
NU 630 Advanced Nursing Research .........................................3
HP 611 Management Accounting in Health Care .......................3

Spring Semester
NU 627 Mentorship in Nursing Leadership ...............................3
HP 614 Financial Analysis in Health Administration ..................3

Total: 42

Graduate electives recommended for the leadership concentration include: NU 638 Leadership 
& Concepts in Case Management and Care Coordination, NU 639 Advanced Concepts in Case 
Management: Transitions in Modern Healthcare, or any pertinent electives in health administration 
(HP), communications (CO), informatics (HP), gerontology (HA), integrative health (NU) and 
other graduate courses as appropriate.

NURSING LEADERSHIP/HEALTH INFORMATICS TRACK

Valerie Hunt, Program Director

Program Description
The MS in Nursing Leadership and Health Informatics is designed for nurses seeking a career working in 
the field of health informatics. Employment post-graduation typically involves working as a nurse 
informaticist in a provider, vendor, insurance, biotech, or public health setting. Students earn the MS–
NL/HI degree after completing a minimum of 14 courses: 8 core nursing leadership courses, 4 core 
informatics courses, and 1 capstone or mentorship course of independent study.

Up to two courses may be taken in the graduate program prior to applying and fully matriculating. 
Informatics core courses are multidisciplinary and feature the study of:
Information Technology (Healthcare Database Design and Development, Health Information 
systems) System Life Cycle (Health Informatics, Health Information Systems) 
Professional Practice (Strategic Leadership in Health Informatics, Mentorship)

All degree candidates are required to complete a capstone course of independent study either a 
mentorship, capstone project, or a thesis. This combination of coursework produces a wide range 
of learning outcomes. Students develop technical skills in database design and development and the 
ability to transform data into clear, actionable nursing information and knowledge. They cultivate 
leadership and managerial skills in multidisciplinary teams to plan for and resolve evidenced-based 
health issues, articulating informatics as a core strategy to enhance, coordinate, and improve outcomes 
of care. The graduate program in Nursing Leadership/Health Informatics includes 100 hours of 
fieldwork and 100 hours of mentorship.
Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, advisor or program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during evenings and on weekends to accommodate working professionals.

Prerequisites:
Statistics

Two-Year Sample Curriculum

Nursing Leadership/Health Informatics

Year 1

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td>HP 601 Health Ethics and Law</td>
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<tr>
<td></td>
<td>Informatics Core Course (HP 635 Health Information Systems suggested)</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>NU 601 Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>NU 605 Concepts of Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HP 622 Economics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
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<tr>
<td></td>
<td>NU 608 Health Care Quality Management</td>
<td>3</td>
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</tbody>
</table>

Total: 42

NURSING LEADERSHIP/REGULATORY AND CLINICAL RESEARCH MANAGEMENT TRACK

- Joni Beshansky and Valerie Hunt, Program Co-Directors

The Program

The program in Nursing Leadership/Regulatory and Clinical Research Management is designed to prepare baccalaureate nurses for leadership roles in clinical affairs or medical product regulation. Students in this track earn a Master of Science degree in Nursing Leadership & Regulatory and Clinical Research Management. Students in the MS program must satisfactorily complete fourteen
courses at Regis College, including the following specialty courses: HP 601, HP 622, NU 605, NU 612, NU 623, NU 627, RA 601, RA 602A, and RA 608, RA 609, and RA 616 for the Clinical Research Management Track; and RA 603A, RA 604A, and RA 615 for the Regulatory Management Track.

Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, advisor, or program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during evenings and on weekends to accommodate working nurses.

Prerequisites

Statistics

Two-Year Sample Curriculum

Nursing Leadership/Regulatory Affairs - Clinical Trials Track

<table>
<thead>
<tr>
<th>Year 1</th>
<th>credits</th>
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<tbody>
<tr>
<td><strong>Summer Session I</strong></td>
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<tr>
<td>HP 622 Economics of Healthcare</td>
<td>3</td>
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<tr>
<td>RA 601 Overview of the Medical Product Industry</td>
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<td><strong>Summer Session II</strong></td>
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<tr>
<td>NU 601 Nursing Theory</td>
<td>3</td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NU 605 Concepts of Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>RA 602A Overview of FDA Regulation</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HP 609 Health Policy, Politics, and Perspectives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Session I and II</strong></td>
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<tr>
<td>NU 630 Advanced Nursing Research</td>
<td>3</td>
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<tr>
<td>HP 601 Health Ethics and the Law</td>
<td>3</td>
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<td><strong>Year 2</strong></td>
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<td><strong>Fall Semester</strong></td>
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<td>Choose one of the following:</td>
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<td>RA 608 Clinical Research Methods</td>
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<td>RA 609 Clinical Trial Management</td>
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<tr>
<td>RA 616 Project Management</td>
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<tr>
<td>NU 623 Regulatory Issues in Nursing Leadership</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<td>Choose one of the following:</td>
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<td>RA Clinical Research Methods</td>
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<tr>
<td>RA 609 Clinical Trial Management</td>
<td>3</td>
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<tr>
<td>RA 616 Project Management</td>
<td>3</td>
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<tr>
<td>NU 627 Mentorship in Nursing Leadership</td>
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<td><strong>Total: 42</strong></td>
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</tbody>
</table>
NURSING LEADERSHIP/HEALTH POLICY TRACK

Mary Ann Hart and Valerie Hunt, Program Co-Directors

The Program

The Nursing Leadership & Health Policy master’s degree is designed to prepare baccalaureate nurses for leadership roles in health policy and politics. Nurses pursuing this degree will learn about the current policy issues impacting nursing and health care, how policy is made, and how to lead and influence the development of health policy through effective advocacy in the political process. Core Nursing Leadership courses are offered at Regis College. The three concentration courses are offered at Brandeis University through the Heller School of Social Policy and Management. All courses are offered at the Regis College tuition rate.

Students in this track earn a Master of Science degree in Nursing Leadership & Health Policy. Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, advisor, or the program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during evenings and on weekends to accommodate working nurses.

Nine Nursing Leadership Core Courses

NU 601 Nursing Theory (3 Credits)
NU 605 Concepts of Nursing Leadership (3 Credits)
HP 609 Health Policy, Politics, and Perspectives (3 Credits)
NU 612 Organizational and Structure in Nursing Leadership (3 Credits)
NU 623 Regulatory Issues in Nursing Leadership (3 Credits)
NU 630 Advanced Nursing Research (3 Credits) Prerequisite NU 601
HP 601 Health Ethics and Law (3 Credits)
HP 608 Healthcare Quality Management (3 Credits)
HP 622 Economics of Health Care (3 Credits)

Concentration Courses

HS 513A Issues in National Health Policy (typically offered fall semester)
Two other health policy courses per approval of the program director

Graduate Elective

Graduate Elective (Options include courses in the RCRM, Public Health, or Biomedical Sciences program.)

Mentorship Requirement

NU 627 Nursing Leadership Mentorship in Nursing Leadership (3 Credits)

NURSE PRACTITIONER TRACK

Karen Crowley, Program Director

The Program

The purpose of the Nurse Practitioner master’s degree track is to prepare the baccalaureate-educated registered nurse for advanced practice as a pediatric, family, psych/mental health, adult/geriatric, or women’s health nurse practitioner with a primary care focus.

Students taking the standard two courses per semester will complete the program in two years. Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. It is important to meet with a faculty member, advisor, or the program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer. This program may be undertaken on a full-time or part-time basis.
Prerequisites
Statistics

Adult/Geriatric Nurse Practitioner
The adult/geriatric nurse practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Primary care clinical management of adults from young adults to geriatrics is applied in a variety of healthcare settings. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as an Adult/Geriatric Nurse Practitioner. It is important to meet with a faculty member, advisor, or program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the three core courses, the specialty courses include: BI 612, NU 629, NU 641, NU 642, NU 650, NU 664E, NU 665E, NU 668, NU 669, and HP 626. Total 48 credits

Family Nurse Practitioner
Family Psychiatric/Mental Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process, and research. Clinical management of families through the life cycle is applied in a variety of health care settings as they relate to the family system. Students have extensive experience in adult, geriatric, pediatric, and women’s health primary care. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP) criteria for certification as a Family Nurse Practitioner. It is important to meet with a faculty member, advisor, or the program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the three core courses and an elective, the specialty courses include: BI 612, NU 629, NU 641, NU 642, NU 650, NU 664B, NU 665B, NU 668, and NU 669. Total 48 credits

Pediatric Nurse Practitioner
The Pediatric Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Clinical management of children and young adults from birth through age twenty-one is addressed, including various biopsychosocial needs and health issues. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) and the Pediatric Nursing Certification Board (PNCB) criteria for certification as a Pediatric Nurse Practitioner. It is important to meet with a faculty member, advisor, or program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the three core courses, and an elective, the specialty courses include: BI 612, NU 629, NU 641, NU 642, NU 652, NU 664A, NU 665A, NU 668, and NU 669. Total 48 credits

Psychiatric/Mental Health Nurse Practitioner
The Family Psychiatric Mental Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment along with nursing theory, process, and research. Clinical management of patients across the lifespan is applied in a variety of health care settings related to diagnosis and management of psychiatric disorders. Co-morbid medical conditions which impact mental health are analyzed in relation to symptom presentation. Understanding the relationship between pharmacological treatment and symptom management is emphasized. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as a Family Psychiatric and Mental Health Nurse Practitioner. It is important to meet with a faculty member, advisor, or the program director to develop your personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the three core courses, the specialty courses include: BI 612, NU 629, NU 641, NU 642, NU 643, NU 650, NU 646, NU 664C, NU 665C and NU 668. Total 48 credits

Women’s Health Nurse Practitioner
The Women’s Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Clinical management of women from adolescents to geriatrics is applied in a variety of healthcare settings as they relate to gynecology, reproduction, and primary care settings. The curriculum is comprised of 13 courses and meets the National Certification Corporation (NCC) Criteria for certification as a Women’s Health Nurse Practitioner. It is important to meet with a faculty member, advisor, or the program director to develop your personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the three core courses,
the specialty courses include: BI 612, NU 629, NU 641, NU 642, NU 650, NU 661, NU 664D, NU 665D, and NU 668. Total 48 credits

Two-Year Sample Curriculum
Nurse Practitioner Track—Total 48 credits

Year 1 Summer
BI 612 Advanced Pathophysiology .................................................. 3
NU 601 Nursing Theory ...................................................... 3

Year 1 Fall
NU 629 Health Promotion and Disease Prevention for Diverse Populations ........... 3
NU 669 Family Systems Theory (except for Psyche/Mental Health NPs) ................. 3

Year 1 Spring
NU 641 Advanced Clinical Pharmacology ........................................ 3
(Note: NU 641 MUST be taken in the spring prior to entering NU 664)
NU 630 Nursing Research (NU 601 prereq. or concurrent) ....................... 3

Year 2 Summer
HP 609 Health Policy, Politics, and Perspectives ........................................ 3
NU 650 Advanced Health Assessment or NU 652 Pediatric Health Assessment .......... 3
(Note: NU 650 or NU 652 must be taken in the summer prior to entering NU 664.)
NU 643 Advanced Psychopharmacology for Psychiatric/Mental Health NPs ............... 3
(Note: NU 643 must be taken in the summer prior to entering NU 664C)
All of the above courses MUST be completed before entering the primary care sequence, which begins in September every year.

Year 2 Fall
NU 664 Primary Care A, B, C, D, or E .................................................. 8
NU 646 Theory and Practice of Contemporary Psychotherapies for Psychiatric Mental Health NPs or
NU 661 Care of the Childbearing Woman for Women’s Health NPs or
HP 626 Sociological, Political, and Economic Perspectives in Gerontology for Adult-Geri NPs ................................................. 3
Or
Elective for Family and Pediatric NPs ................................................. 3

Year 2 Spring
NU 665 Primary Care A, B, C, D, or E ................................................. 8
NU 642 Management Concepts for Advanced Practice .................................. 3
NU 668 Roles and Issues in Advanced Practice ....................................... 2
Total credits: 48-51 credits

RN-TO-BS COMPLETION PROGRAM

The Program
All graduates of a diploma or associate’s degree program in nursing have the opportunity to attend the Bachelor’s Completion program in Nursing through the Institute for Advancing Studies (IAS). The BS Completion program is designed specifically for nurses to continue their education for professional and personal growth. To graduate with a bachelor’s degree with a major in nursing from Regis, the student must have 120 credits, a minimum of 30 of which must be earned at Regis. There are two pathways:
one for the individual without a bachelor’s degree in another field and one for the individual with a bachelor’s degree in another field.

Pathway I
Pathway I is for registered nurses who do not have a previous bachelor’s degree. Students may transfer up to 90 previously earned credits towards the bachelor’s degree. Students must complete a minimum of 30 credits at Regis to obtain the degree. The following courses would need to be completed to meet the core requirements of Regis and graduate with a Bachelor of Science degree with a major in nursing.

Core Courses and Nursing Prerequisites
- English Composition I (3 Credits)
- English Composition II (3 Credits)
- History or Literature elective (3 Credits)
- Sociology: Introductory (3 Credits)
- Microbiology (4 Credits)
- Developmental Lifespan (Human Dev.) (3 Credits)
- Anatomy & Physiology I (4 Credits)
- Anatomy & Physiology II (4 Credits)
- Nursing Courses validated by transcript (40 Credits)
- Religious Studies Requirement (3 Credits, not RS 112)
- Philosophy Requirement (3 credits)
- Social Science Requirement (3 Credits)
- Ethics/Ethical Reasoning (3 Credits)
- Expressive Arts (3 Credits, may use Spanish 100)
- Statistics (3 Credits)

Successful completion of 30 credits at Regis (18 of which must be in the nursing concentration) and a minimum of 120 credits are required for the degree.

NU 304 Health Assessment (3 Credits)
NU 403 Research-Based Practice (3 Credits)
NU 404 Concepts and Challenges in Professional Practice (3 credits)
NU 510 Community-Based Nursing (6 Credits)
HP 609 Health Policy, Politics, and Perspectives (3 Credits) or equivalent
Gerontology Elective (HP or NU) (3 Credits)
Complete 4 additional courses (12 credits which may be taken for graduate credit at the graduate rate per credit).

Pathway II
Pathway II is for registered nurses who have a previous bachelor’s degree. Students may transfer in credit for all previously completed prerequisite courses and liberal arts. Successful completion of 30 credits at Regis is required for the Bachelor of Science degree with a major in nursing (18 of which must be in the nursing concentration).

Nursing Prerequisite Courses
- Sociology: Introductory (3 Credits)
- Microbiology (4 Credits)
- Developmental Lifespan (Human Dev.) (3 Credits)
- Anatomy & Physiology I (4 Credits)
- Anatomy & Physiology II (4 Credits)
- Nursing Courses validated by transcript (40 Credits)
- Ethics/Ethical Reasoning (3 Credits)
- Statistics (3 Credits)

Additional Nursing Courses
NU 304 Health Assessment (3 Credits)
NU 403 Research-Based Practice (3 Credits)
NU 404 Concepts and Challenges in Professional Practice (3 credits)
NU 510 Community-Based Nursing (6 Credits)
HP 609 Health Policy, Politics, and Perspectives (3 Credits) or equivalent
Gerontology Elective (HP or NU) (3 Credits)
Complete 4 additional courses (12 credits which may be taken for graduate credit at the graduate rate per credit).
In completing either pathway, it is important to meet with a faculty member, advisor or the program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

**LAWRENCE MEMORIAL/REGIS COLLEGE (LM/RC) BS COMPLETION PROGRAM**

- Elizabeth Campbell, LM/RC contact

The BS in Nursing for LM/RC students and graduates is for those holding a BA or BS in a non-nursing field and those who do not hold a degree, other than the LM/RC Associate Degree.

The Program

The LM/RC BS Completion program is designed specifically for LM/RC students and graduates to continue their education for professional and personal growth. Students are able to participate once they have successfully completed their second nursing course (NU 102). The registered nurse Associate Degree graduate will earn the Baccalaureate with a major in nursing.

Pathway I

Pathway I is for LM/RC students and graduates who have a non-nursing Bachelor’s degree and is comprised of three (3) upper-division nursing courses:
- NU 304 Health Assessment
- NU 403 Evidence for Clinical Practice
- *NU 510 Community-Based Nursing
- NU 404 Concepts and Challenges in Professional Practice is required for graduates who did not complete either ID 211 or NU 404 as a 3-credit course.
- CH 105 Chemistry (please see faculty advisor)
- * RN Licensure Required for NU 510

Pathway II

Pathway II is for LM/RC students and graduates who do not have a previous bachelor’s degree. Students bring to Regis 73 credits from their LM/RC Associate Degree, but may bring as many as 90 credits, if all are completed prior to completing their associate degree. The following would need to be completed to meet the core requirements of Regis and graduate with a Bachelor of Science degree with a major in nursing.

Core Courses
- Social Science (3 credits)
- Religion (3 credits)
- History (3 credits)
- Philosophy (3 credits)
- Expressive Arts (3 credits) – May be Spanish for Health Professionals
- Chemistry (4 credits) (Please see faculty advisor.)

4 additional Regis nursing courses for 15 credits
- NU 304 Health Assessment (3 credits)
- NU 403 Evidence for Clinical Practice (3 credits)
- NU 510 Community-Based Nursing (6 credits)
- Elective (Gerontology, Public Health, or Nursing) (3 credits)

Complete five additional courses (15 credits) three of which may be taken for graduate credit at the graduate tuition rate.

Total: 120 credits
The Program

The RN-to-BS-to-MS track is designed for the associate degree or diploma nurse or the registered nurse with a non-nursing baccalaureate degree who wishes to continue their education for professional and personal growth. The registered nurse will earn both the baccalaureate and the master’s degree with a major in nursing. This curriculum track also provides a foundation for doctoral study in nursing. Registered nurses who have earned a non-nursing bachelor’s degree may waive the BS component and enter the Bridge program directly into the master’s program. The specialty areas and roles are Nurse Practitioner (Pediatrics, Family, Psychiatric/Mental Health, Adult/Geriatric, or Women’s Health), Adult-Gerontology Acute Care Clinical Specialist, and Nursing Leadership/Health Administration. The length of time required to complete the RN-to-BS-to-MS Upward Mobility Track or the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study. Regis policy requires that all graduate programs must be completed within seven years. Students in the RN-BS-MS program may exit the program upon completion of the bachelor of science degree.

It is important to meet with a faculty member, advisor or Program Director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

Articulation Agreements

All nursing programs that have been approved by the Board of Registration in Nursing in Massachusetts articulate with the Regis RN-to-BS-to-MS Upward Mobility Track and the RN-MS Bridge Program.

Prerequisites to Upper-Division Nursing Major

Admission to this track is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis.

Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-BS-to-MS Upward Mobility track.

There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, one semester of chemistry (inorganic and organic combined), and microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

COURSES REQUIRED FOR THE UNDERGRADUATE CORE CURRICULUM AND NURSING MAJOR

Prerequisites

Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) SP 100 Spanish for Health Professionals recommended
- Developmental Lifespan (Human Development) 3 credits
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Microbiology (3 credits)

Total: 48 credits
Upward Mobility Nursing Courses

NU 304 Health Assessment 3
NU 403 Evidence for Nursing Practice .............................................................. 3
NU 404 Concepts and Challenges in Professional Practice ................................. 3
NU 510 Community Based Practice (includes 80 hrs. clinical) ......................... 6

All students take the following required core courses for the graduate nursing curriculum:

NU 601 Nursing Theory .................................................................................... 3
NU 630 Advanced Nursing Research .............................................................. 3
HP 609 Health Policy, Politics, and Perspectives ............................................ 3

In addition to these core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credit varies with specific track and specialty and may vary from 104–110 total credits.

RN-MS BRIDGE PROGRAM

The Program

The RN-MS Bridge program is for registered nurses who have a non-nursing bachelor’s degree. Nurses in this program do not earn another bachelor’s degree but may directly articulate into the master’s program. The bridge program is comprised of four upper-division nursing courses and should be completed before taking any graduate-level nursing courses. These courses include:

NU 304 Health Assessment .............................................................................. 3
NU 403 Evidence for Nursing Practice ............................................................. 3
NU 404 Concepts and Challenges in Professional Practice .............................. 3
NU 510 Community-Based Nursing ................................................................. 6

Once completed, students move directly into their chosen track and specialty area as appropriate. Please see individual tracks for the relevant curriculum. In addition to specialty courses, all students complete the core requirements for the master’s degree which include: NU 601 Nursing Theory; NU 630 Advanced Nursing Research; and HP 609 Health Policy, Politics, and Perspectives.

The tracks and specialty areas include: Nurse Practitioner (Pediatrics, Family, Psychiatric/Mental Health, Adult/Geriatric, or Women’s Health), Adult Acute/Critical Care Clinical Specialist, Nursing Leadership/Health Administration, Nursing Leadership/Regulatory Affairs, and Nursing Leadership/Health Informatics. The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 56-62 based on choice of track. College policy requires that all graduate programs must be completed within seven years.

It is important that you meet with a faculty member, your advisor or Program Director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

NURSE PRACTITIONER PROGRAM FOR NON-NURSES WITH A BA DEGREE OR BS DEGREE (GENERIC MASTER’S PROGRAM, PRE-LICENSEURE COMPONENT)

- Carol Martin, Program Director, Pre-licensure
- Karen Crowley, Program Director, Post-licensure

The Program

The purpose of this graduate program in nursing at Regis is to prepare the individual to sit for the registered nurse license examination and certification for advanced nursing practice. Students in this program must first satisfactorily complete the generalist nursing component. At the point of successful completion of the generalist component (1.5 years), the student is eligible to sit for the RN license examination. Upon completion of one more semester, the student will be awarded a bachelor of science degree. The master of science degree will be awarded after the completion of the specialist component. Students may choose one of five specialty areas: Adult/Geriatric Nurse Practitioner, Family Nurse
Practitioner, Pediatric Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, or Women’s Health Nurse Practitioner.

Regis policy requires that all graduate programs must be completed within seven years. It is important to meet with a faculty member, advisor, or the Program Director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

Admission Prerequisites
Successful completion of the following prerequisites:
Chemistry I (must include inorganic and organic chemistry); Anatomy and Physiology I, II; Microbiology; Statistics; Growth and Development; and Ethics

Curriculum
Courses in this program must be taken according to the following curriculum plan:

Year 1, Fall
- NU 619 Pharmacology for Clinical Practice .................................................................3
- NU 624 Professional Nursing (Clinical) .........................................................8
- NU 304 Health Assessment ..............................................................................3

Year 1, Spring
- NU 625 Acute Care Nursing (Clinical) .................................................................8
- NU 633 Psychiatric/Mental Health Nursing (Clinical) ....................................5

Year 1, Summer
- NU 647 Maternal Child/Family Nursing (Clinical) .........................................8
- NU 621 Nursing Care of the Aging Adult .....................................................3

Year 2, Fall
- NU 640 Community Health Nursing (Clinical) ...............................................5
- NU 645 Complex Care Nursing (Clinical) ............................................................5
- BI 612 Advanced Pathophysiology .................................................................3

Year 2, Spring
- NU 641 Advanced Clinical Pharmacology ......................................................3
- NU 630 Advanced Nursing Research ...............................................................3
- NU 601 Nursing Theory ....................................................................................3

Year 2, Summer
Session I
- HP 609 Health Policy, Politics, and Perspectives ............................................3
- NU 669 Family Systems Theory .......................................................................3
or NU 643 Psychopharmacology for Psychiatric/Mental Health NPs ........3

Session II
- NU 650 Advanced Health Assessment .............................................................3
or NU 652 Pediatric Health Assessment ............................................................3
- NU 629 Health Promotion and Disease Prevention for Diverse Populations ....3

Year 3, Fall
- NU 664 A, B, C, D or E Primary Care I (includes 300 clinical hours)...............8
- NU 646 for Psych/Mental Health NPs ..............................................................3
or NU 661 for Women’s Health .......................................................................3
or HP 626 for Adult-Geriatric Students ...........................................................3
or Elective for Family or Pediatric students ....................................................3
ACCELERATED BS IN NURSING FOR STUDENTS HOLDING A PREVIOUS NON-NURSING BACHELOR’S DEGREE

The Program
The purpose of the Accelerated BS in Nursing at Regis is to prepare college graduates with a non-nursing baccalaureate degree to sit for the Registered Nurse license examination. Students in this program are eligible to sit for the NCLEX after 16 months. The program begins in January each year. The student will be awarded a BS degree in Nursing at the end of the 16 months. This is a full-time program with a combination of day and evening courses.

Admission Prerequisites
All prerequisites need not be completed at the time of application but are required prior to beginning the program. Prerequisite science courses must be completed at regionally accredited U.S. post-secondary institutions taken within seven years prior to the application deadline. Prerequisite courses are accepted from any accredited two or four year institution.

Successful completion of the following prerequisites:
Anatomy & Physiology I & II, Microbiology, Chemistry I & II (or CH 105), Statistics, Human Growth and Development, & Ethics

Required Courses Must be taken in sequence.*

Year 1, Spring
NU 320 Clinical Pharmacology I ...................................................................................4
NU 304 Health Assessment ...........................................................................................3
NU 324 Professional Nursing (Clinical) .........................................................................8

Year 1, Summer
BI 612 Advanced Pathophysiology, Summer 1 ...............................................................3
NU 321 Nursing Care of the Aging Adult, Summer II ..................................................3
NU 325 Acute Care Nursing (Clinical), Summer I and II ..............................................9

Year 1, Fall
NU 333 Psychiatric/Mental Health Nursing (Clinical) ..................................................6
NU 347 Maternal Child Health Nursing .........................................................................8

Year 2 Winter Intersession
NU 601 Nursing Theory ...............................................................................................3

Year 2, Spring
NU 340 Community Health Nursing (Clinical) ...........................................................6
NU 345 Complex Care Nursing (Clinical) ....................................................................6
NU 403 Evidence for Clinical Practice .........................................................................3
Total credits 62

*Sequencing of courses is subject to change.
PART-TIME BS IN NURSING FOR STUDENTS HOLDING A PREVIOUS NON-NURSING 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. Each semester the student will take 6–9 credits towards the program total of 62 credits. Upon completion the student will be awarded a bachelor of science degree and become eligible to sit for the NCLEX. Regis 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.

Admission Prerequisites

Successful completion of the following prerequisites:
Anatomy & Physiology I & II, Microbiology, Chemistry I & II (or CH 105), Statistics, Human Growth and Development, & Ethics

Required courses must be taken in sequence:

Year 1, Fall
NU 320 Clinical Pharmacology I .................................................................4
NU 304 Health Assessment ...........................................................................3
Year 1, Spring
NU 324 Professional Nursing (Clinical) .........................................................8
Year 1, Summer
NU 333 Psychiatric/Mental Health Nursing (Clinical) .................................6
BI 612 Advanced Pathophysiology ...............................................................3
or BI 212 Pathophysiology ........................................................................3
Year 2, Fall
NU 325 Acute Care Nursing (Clinical) .........................................................8
Year 2, Spring
NU 347 Maternal Child Health Nursing .........................................................8
Year 2, Summer
NU 340 Community Health Nursing (Clinical) ...........................................6
NU 321 Nursing Care of the Aging Adult .......................................................3
Year 3, Fall
NU 345 Complex Care Nursing (Clinical) .......................................................6
Year 3, Spring
NU 630 Advanced Nursing Research ..........................................................3
NU 601 Nursing Theory ............................................................................3

* Sequencing of courses is subject to change.

HOSPITALIST NURSE PRACTITIONER TRACK-DNP PRACTICE TRACK

Karen Crowley, Program Director

Current advanced practice nurses (APRN) that are practicing as nurse practitioners (NP) can choose the hospitalist program option as they pursue the DNP degree. This program will allow active NPs to advance their scope of practice to the inpatient setting and function in their fullest capacity. The core DNP courses are required by all DNP students, with each program track having an additional 9 credits (electives) used for concentration courses.
COURSE DESCRIPTIONS

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, Introductory and 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.

NU 403 Evidence for Nursing Practice
This course focuses on the translation of current evidence into nursing practice, including the identification of practice issues, appraisal and integration of evidence, and the evaluation of outcomes (AACN, 2008). Students develop the skills necessary for understanding, evaluating, and applying evidence in transforming nursing practice. Activities include in-depth study of the research process as it relates to the critique and evaluation of research, the synthesis of nursing research in the development of a review of the literature, and the dissemination of research findings.

NU 404 Concepts and Challenges in Professional Practice
An introductory course for the registered nurse to explore the role of the professional nurse in the ever-changing healthcare system with a view to empowering and solidifying that role. Students explore the challenges and opportunities inherent in professional nursing including, but not limited to, advances in nursing practice and role development, the increased use of technology in practice, ethics, and legal issues in practice, concepts critical to leadership and interdisciplinary collaboration, and the increasing role of theory and research in advancing the profession and providing quality, safe patient care. Activities include values clarification, portfolio development, seminar leadership, group activities, and/or on-line discussions.

NU 510 Community-Based Nursing
The role of the professional nurse in the primary level of health care is explored. Using client models, students implement the nursing process and adaptation model to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community assessment, communication, critical thinking and decision-making skills, teaching, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting. Prerequisite: NU 403
NU 601 Nursing Theory
This course focuses on the historical development of theory from the perspective of nursing science. Nursing theory and its relationship to research and evidenced-based nursing practice, as well as approaches to theory construction are explored. Students will analyze selected concepts, the building blocks of theories. Students will critique specific nursing theories in relation to their own belief system, examining the concepts of the major paradigms within the discipline of nursing as well as other human science disciplines. Early “grand nursing theories” and “mid range nursing theories” more recently developed will be evaluated. Emphasis will be on understanding individual nursing theories and borrowed theories from other disciplines and their application to nursing practice, nursing research, nursing leadership, and nursing education.

NU 605 Concepts in Nursing Leadership
This course focuses on issues of leadership role development in professional nursing. Using role theory, students will explore concepts of role mastery, congruence and conflict as well as the role of nursing leadership in the broader organizational context. Emphasis in NU 605 is on the analysis of leadership and related theories as these apply to the individual practice of the nurse leader.

NU 607 Perioperative Nursing
This course is designed to introduce the learner to perioperative nursing concepts, principles, and skills associated with caring for perioperative patients. Participants will explore the operating room nurse’s role and responsibilities as a scrub nurse and as a circulating nurse. Course content is based on the standards and recommended practices established by the Association of Operating Nurses (AORN), and topics will include the operating room environment, aseptic technique, positioning, ethical/legal considerations, anesthesia, infection control, and professionalism. The curriculum content is generic and applicable to perioperative nursing in any facility or location.

NU 614 Registered Nurse—First Assist Practicum
This course is the clinical internship that is taken either concurrently with the RNFA didactic course or following it. It may or may not take place at the clinical facility in which students are employed. This component is conducted as a guided independent study. Students will progress at their own pace during the twelve months in which they are allowed to complete the course. The students work with on-site surgeons to practice what they have learned during the didactic course. Two hundred and forty intraoperative first assisting hours must be documented. Learning activities are also included in the Clinical Internship in addition to hours of actual first assisting. Communication is maintained between course faculty and the student during this component. The faculty facilitator follows the progress of the students through telephone, e-mail, Blackboard, written progress reports, and communication with the surgeon preceptor as necessary. Prerequisite/Co-requisite: RNFA Didactic Course, Student must be an RN with a minimum of two years operating room experience and CNOR certified.
NU 617 Introduction to Human Lactation
This course is designed to introduce the learner to human lactation concepts and the principles and skills associated with caring for breastfeeding families. Participants explore the lactation consultant’s role and responsibilities. Course content is based on the standards and recommended practices established by the International Lactation Consultant Association (ILCA). Topics will include physical assessment, breastfeeding physiology, nutritional issues, interventions of ineffective feeding, pharmacokinetics in lactation, counseling techniques, ethical/legal considerations, and professionalism. The curriculum content is applicable to health professionals working in any facility or location.

NU 619 Pharmacology for Clinical Practice
This course integrates pathophysiologic and pharmacologic concepts as they relate to disease process and health conditions. It incorporates the concepts of pharmacology essential for basic nursing practice including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Drug classifications in conjunction with clinical manifestations are considered alongside the pharmacologic approaches to treatment. Emphasis is placed on evidence-based practice across the lifespan in treating patients with comorbidities. Prerequisite: Admission to nursing program.

NU 620 Clinical Pharmacology
This is the first of two courses required for students in the Nurse Practitioner Program. Course content will cover pharmacologic interventions for disease categories based on a systems approach. Life span differences regarding drug therapy and clinical decision making will be addressed.

NU 623 Regulatory Issues in Nursing Leadership
Utilizing current nursing research, evidence-based practice and evolving health care trends, students will complete a fieldwork experience in the area of administration/leadership in a healthcare setting or professional organization. The students will analyze examples of current issues relating to the health care delivery systems that impact on nursing practice. (Practice component of 40 hours) Prerequisite: NU 612

NU 624 Professional Nursing
This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing healthcare system. It focuses on the acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice as well as classroom content.

NU 625 Acute Care Nursing
This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, and biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/family, the healthcare system and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute/critical care setting.

NU 627 Clinical/Leadership Mentorship
Based on the student’s individual professional goals, the student will elect to specialize in the areas of nursing administration/leadership, critical care, gerontology, etc. Under the guidance of a mentor, the student will apply nursing, management, and role theories in the health care setting. (Practice component of 80 hours) Concurrent or Prerequisite: NU 623

NU 629 Health Promotion and Disease Prevention for Diverse Populations
This course will address health promotion and disease prevention across the lifespan. The focus will be in developing, evaluating, and educating populations on preventative health care behaviors. Populations served, including vulnerable populations, will be discussed in relation to how advanced practice nurses shape the development of community-based care and population-based systems delivery programs. Students will analyze the impact of social, cultural, ecological, and systems of care delivery factors on healthcare disparities across population groups. Emphasis is on application of sociocultural, nursing theories, and methods to analyze healthcare phenomena as an advanced practice nurse.

NU 630 Advanced Nursing Research
The Advanced Nursing Research course focuses on the research process. During the research course students identify a research topic according to its relevance to the professional practice of nursing or advanced clinical practice. The primary focus of this course is on research methods and analytic models. During the course students complete a research proposal, including a literature review and proposed methodologies (sampling, data collection, and analysis). Evidence-based practice and translational research are fundamental concepts in this course. Prerequisite or concurrent: NU 601

NU 633 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, treatment modalities, and specific intervention strategies. Selected clinical experiences in a variety of health care settings facilitate the development of knowledge and skill.
NU 635 Complementary Therapies and the Nurse
This course provides an objective introductory perspective on the newly emerging field of Complementary/Alternative Modalities (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It critically examines available research and offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client as well as to assume a leadership and management role on the interdisciplinary team. While the course explores a range of modalities and systems, it focuses in depth on those clearly within the domain of nursing practice.

NU 638 Concepts & Leadership in Case Management and Care Coordination
This course provides a comprehensive overview of case management concepts that are evidence-based and reflect current research and practice across multiple healthcare settings. Emphasis on the importance of leadership principles and practices will be integrated throughout the course.

NU 639 Advanced Concepts in Case Management: Transitions in Modern Healthcare
This advanced-level case management course will focus on the critical role of case management in various healthcare delivery systems, particularly for complex patient populations. The course includes a detailed analysis of case studies and a structured fieldwork experience in case management. Emphasis will be on the leader’s role in meeting the health care quality agenda, ensuring financial performance, and effectively implementing health reform in care coordination, care transitions, and case management activities. Regional and national best practices and research in case management will be integrated throughout the course.

NU 640 Community Health Nursing
The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process and 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 641 Advanced Clinical Pharmacology
This course is required for students in the Nurse Practitioner Advanced Clinical Practice graduate program. Course content addresses pharmacologic interventions for disease categories and expands the foundation nurse practitioners must have in pharmacotherapeutics. Pre/co-requisite: BI 612

NU 642 Management Concepts in Advanced Practice
This course is organized around the four major management functions of planning, organizing, directing, and controlling. Management theory is presented as a framework for understanding the management functions of nurses in advanced practice. This course delineates the responsibilities and role of the advanced practice nurse in relation to administrative practice, the organization and organized health care services. The advanced practice nurse is a leader, an educator, a communicator, a collaborator, and is responsible for ensuring effective primary care, all of which are integral components of this course.

NU 643 Advanced Psychopharmacology
This course focuses on developing knowledge and skills in the safe and effective use of medication for psychiatric mental health problems in populations across the lifespan. The curriculum integrates knowledge from previous courses such as pharmacology, pathophysiology, and health assessment and complements the Psychiatric Mental Health curriculum. Course content addresses psychopharmacological interventions for disease categories and expands the foundation in psychopharmacotherapeutics necessary for nurse practitioners in clinical practice. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice. Prerequisites: NU 620, NU 641

NU 645 Complex Care Nursing
In this synthesis course, students analyze the cultural, spiritual, and biopsychosocial needs of clients and their families who face complex multi-system 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 646 Theory and Practice of Contemporary Psychotherapies
The focus of this course is on theories and methods used by the Advanced Practice Psychiatric Mental Health nurse as broadly applied across treatment settings. Students will explore theory and techniques associated with various therapeutic models with regard to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family
NU 647 Maternal Child/Family 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 schools help the learner begin to develop critical thinking skills and competence in family health nursing.

NU 648 Integrative Health for Women
Surveys indicate that women are more receptive to and more frequently use complementary/alternative therapies than other populations. This course provides a practical, in-depth focus on complementary strategies for healthy lifestyles, disease prevention, and wellness care. It examines CAM use in this population with special emphasis on safety, efficacy, and compatibility with allopathic care for selected conditions that affect women. It also focuses on developing skills for integrative care and use of selected modalities.

NU 650 Advanced Health Assessment in Nursing
This course builds upon previous skills acquired in Health Assessment. Assessment includes in-depth history taking, physical examination techniques, and data analysis appropriate to all age groups. Clinical application is an ongoing requirement of the course with faculty support in a laboratory setting.

NU 652 Advanced Pediatric Health Assessment
This course builds upon previous skills acquired in Health Assessment. Advanced Pediatric Health Assessment includes emphasis on in-depth history taking, physical examination techniques, and data analysis appropriate to pediatrics ages birth to twenty-one years, as well as through the life cycle. Clinical application is an ongoing requirement of the course with faculty support in a laboratory setting. Each system will be reviewed using a case-based approach to history taking and physical examination. Differential diagnosis and analysis of assessment finding are emphasized.

NU 654 Mentorship in Integrative Health
This course is a mentored practice experience in an appropriate practice setting. Placement occurs in collaboration with the course faculty. In addition to the practicum, the candidate engages in ongoing, on-line discussions addressing key issues in integrative health care. This class is taught online along with clinical site visits between faculty, student and mentor.

NU 661 Care of the Childbearing Woman
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of obstetrical client through the childbearing process. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the obstetrical client. Classroom learning is applied in supervised clinical preceptorship experiences associated with NU 664A/B/D or NU 665 A/B/D.

NU 662 Acute/Critical Care Role Practicum I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making, and clinical management of patients and families. Discussions focus on direct patient care, teaching, research, consulting, management, and systems improvement within the acute and or critical care areas (American Association of Colleges of Nursing, Position Statement 2/06). Classroom learning is applied in supervised clinical preceptorship experiences.

NU 663 Acute/Critical Care Role Practicum II
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of patients and families. Discussions focus on direct patient care, teaching, research, consulting, management, and systems improvement within the acute and or critical care areas (American Association of Colleges of Nursing, Position Statement 2/06). Classroom learning is applied in supervised clinical preceptorship experiences.
NU 664A Primary Care of the Child I
This course integrates concepts from concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision making and clinical management of children. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the pediatric client. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664B Primary Care of the Family I
This course integrates concepts from the concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision making and clinical management of families through the life cycle. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664C Primary Care of the Psychiatric Mental Health Client I
The focus of this course is developing knowledge and skill in the assessment and diagnosis of psychiatric mental health problems in the populations across the lifespan. The curriculum also integrates knowledge from previous courses such as pharmacology, pathophysiology, and health assessment. Psychiatric nurse practitioner students utilize many theoretical sources in the development of their practical skills and draw from neurophysiology, neuropsychology, family systems, and biopsychosocial approaches. Special populations such as the elderly and the chronic mentally ill are also emphasized.

NU 664D Primary Care of the Woman I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of women’s health issues. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to women’s health. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664E Primary Care of the Adult-Geriatric Client I
This is the first of two courses in primary care of the adult-gerontology client. This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of the adult-gerontology client through the life cycle. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the adult-gerontology system. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 665A Primary Care of the Child II
This is the second course in primary care of the child. This course continues the development of skills in decision making and clinical management of children.

NU 665B Primary Care of the Family II
This is the second course in primary care of the family. This course continues the development of skills in decision making and clinical management of families through the lifecycle.

NU 665C Primary Care of the Psychiatric Mental Health Client II
Nurse practitioner students will continue to develop knowledge and skill in the assessment and diagnosis of mental health problems in adults. In-depth study of geriatric mental health problems, such as mood disorders, dementia, and delirium, will prepare students to work with this complex population upon graduation.

NU 665D Primary Care of the Woman II
This course is the second of two concentration courses focusing on developing knowledge and skill in the assessment, diagnosis, and treatment of the adult population with a special focus on health care for adolescent females and women. This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problems, decision making, and clinical management of women’s health issues. Discussions focus on health promotion, disease prevention, recognition and management of acute and chronic conditions, organizational issues, access to care, and advanced professional practice as they relate to caring for patients in primary care settings. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 665E Primary Care of the Adult-Geriatric Client II
This course continues to integrate concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in assessment, problems, decision making and clinical management of families through the lifecycle. Discussions on health promotion, policy, organizational issues, access to care, and advanced professional practice as they relate to the family
system are included. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 668 Roles and Issues in Advanced Practice
This course focuses on the role of the advanced practice nurse emphasizing practice, research, financing, and organizational and public policy issues related to primary care practice. In a seminar format, group discussion focuses on current and projected trends in primary care practice as they affect nurses in advanced practice.

NU 669 Family Systems Theory
This graduate-level course provides knowledge of family dynamics during various stages of development. Gender and generational differences are addressed. The course is designed to enhance psychosocial assessment skills for clinicians working in health and/or human service settings.

NU 670 Seminar in Teaching and Learning for Nurse Educators
This course provides an overview of various components involved in the dynamic of teaching/learning: philosophy, educational psychology, curriculum, methodology, evaluation, and assessment. Emphasis is placed on the development of the nurse educator as a reflective practitioner. Students will discuss social, ethical, legal, and professional issues related to current and future student populations.

NU 672 Mentorship Teaching Experience/Seminar in Nursing Education
This course features mentored student-teaching experience in a classroom or clinical setting. Placement occurs in collaboration with the course faculty. While student teaching, the candidate engages in a monthly seminar addressing key issues in nursing education. Prerequisite: ED 622

NU 673 Hospitalist Nurse Practitioner I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment as well as primary care of adult/geriatric patients and Hospitalist Nurse Practitioner I course with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of acutely ill patients from an inpatient model of health care incorporating the Accreditation Council for Graduate Medical Education (ACGME) competencies and the nursing process. Discussions focus on health promotion, disease management, support services, organizational issues, access to care, and advanced professional practice as they relate to the inpatient health care. Students enrolled in this course must be concurrently enrolled in NU 738 Application of Nursing Science which is where students will demonstrate the application of classroom learning in a mentored clinical experience.

NU 674 Hospitalist Nurse Practitioner II
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment as well as primary care of adult/geriatric patients and Hospitalist Nurse Practitioner I course with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of acutely ill patients from an inpatient model of health care incorporating the Accreditation Council for Graduate Medical Education (ACGME) competencies and the nursing process. Discussions focus on health promotion, disease management, support services, organizational issues, access to care, and advanced professional practice as they relate to the inpatient health care. Students enrolled in this course must be concurrently enrolled in NU 738 Application of Nursing Science which is where students will demonstrate the application of classroom learning in a mentored clinical experience.

NU 676 Culture and Health Perspectives
This course focuses on the complexities inherent in the culture and health interface and how these variable influence quality health care in the context of the American health care system. Frameworks, theories, and models that explore culture and health, generally, and among selected populations, specifically, are identified. Within a crosscultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership or research positions.
NU 722 Quantitative Research Methods for Evidenced-Based Practice
This course provides the learner with an in-depth analysis of advanced quantitative research methods used in nursing and health care research. Focus is placed on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytic models. Learners use critical thinking skills to analyze quantitative methods as a framework for making decisions regarding clinical problems. Selected statistical models will be discussed in order to summarize and examine research data within the decision-making framework. Presentation of research and statistical theory will be balanced with application to actual clinical problems.

NU 725 Qualitative Research Methods for Evidence-Based Practice
Students are provided with an in-depth analysis of advanced qualitative research methods used in nursing and health care research. Focus will be on the following topics: research designs, sampling methods, data collection strategies, instrument selection, and analytical models. Students use critical thinking skills to analyze qualitative methods as a framework for making decisions regarding clinical problems. Exploration of a variety of models used for data analysis will be discussed in order to summarize and examine research data within the decision-making framework. Course content will be applied to application of actual clinical problems.

NU 730 Doctoral Thesis Seminar I
This seminar is a collaborative endeavor among the learner, peers, and faculty. Two major foci of the seminar are the development and refinement of the thesis proposal from problem identification through methodology and the planning and implementation of the methodology.

NU 734 Doctoral Thesis Seminar II
This seminar is a collaborative endeavor among the learner, peers, and faculty. The major foci of the seminar are data analysis and interpretation and written completion of the thesis project.

NU 738 Application of Nursing Science
The capstone mentorship Application of Nursing Science is a self-designed synthesis course where DNP candidates, with doctoral faculty advisement, elect an advanced practice experience that complements and enhances their selected advanced practice focus.

NU 740 Scholarly DNP Project I
This seminar-formatted course is the first of a four-course series designed to assist students in implementing an evidence-based practice (EBP) project. This course will introduce students to the capstone process and progression through the four-course series. Discussions of project scope and quality and development of an EBP project proposal will take place. Students will work with faculty to plan, design and evaluate evidence-based projects. Students will begin the process of program management, gather and critically appraise evidence, develop goals, determine expected project outcomes and establish an appropriate time-management plan for the project. As part of this four-course sequence, students will engage in 300 hours of mentored experience from the inception of the EBP project to dissemination of the findings.

NU 741 Scholarly DNP Project II
This seminar-formatted course is the second of a four-course series designed to assist students in implementing an evidence-based practice (EBP) project. This course will build upon work completed in the first course, with the focus on project management, evaluation methods, completion of an EBP project proposal and hearing, and the submission of an IRB application. Students will continue in their completion of 300 hours of mentored experience from the inception of the EBP project to dissemination of the findings.

NU 742 Scholarly DNP Project III
This seminar-formatted course is the third of a four-course series designed to assist students in implementing an evidence-based practice (EBP) project. The focus of this course is on the implementation of the evidence-based practice project completed in NU 741 Scholarly DNP Project II and subsequent collection of data for evaluation of the project. Students will continue in their completion of 300 hours of mentored experience from the inception of the EBP project to dissemination of the findings.

NU 743 Scholarly DNP Project IV
This seminar-formatted course is the fourth of a four-course series designed to assist students in completing an evidence-based practice (EBP) project. The focus of this course is on analyzing data obtained from the evaluation process and dissemination of the project findings. Students must successfully defend their project orally as well as submit an article for publication or abstract for professional presentation and an executive summary. It is expected that students will disseminate their EBP project findings and will have completed the 300 hours of mentored experience in this course.

BI 612 Advanced Pathophysiology
This course will provide an in-depth study of the concepts of the science of pathology for graduate nursing students. It will cover the physiological causes and development of diseases; functional and secondary changes they cause; and their course, complications, and appropriate treatments. Specific examples of disease states throughout the
lifespan will be evaluated. The course will treat all levels of pathology from molecular to cellular, tissue, organ, and organ systems, emphasizing the role of homeostasis and the ensuing disturbances, which lead to disease conditions.

ED 620 Instructional Methods and Curriculum Design in Nursing Education
This course offers an analysis of various instructional models/methods and their application to the design of curricula in educational settings to create positive learning environments. Models are discussed in light of course content, objectives, goals, and current research. Students will focus on problem solving, common teaching/learning situations, and the relationship between theory and practice.

ED 622 Assessment and Evaluation in Nursing Education
This course offers a study of both formal and informal assessment techniques and the components involved in each approach. Students will conduct an analysis of models of outcome assessment and program evaluation and their relationship to classroom/clinical settings.

HP 609 Health Policy, Politics, and Perspectives
This course examines U.S. health care policy and the political challenges related to delivery, cost, quality and access to care. The course is in seminar format with a field experience component which allows students to observe the policy-making process and the role of government and private stakeholders in the financing and delivery of services.

HP 622 Economics of Health Care
This course is an introduction to health care economics, the study of how resources are allocated to and within the health economy. The class will introduce basic microeconomic concepts and theories of supply and demand in the healthcare marketplace including: the equilibrium between price and production, the rationality of consumer behavior, and market elasticities. The focus of the course will be on how health economic theory can be used to explain the intricacies of health policy and care delivery in terms of cost, quality, and access. In particular, we will examine the features of the healthcare market that distinguish it from other market industries comprising the GNP and GDP.

HP 626 Sociological, Political, and Economic Perspectives in Gerontology
This course addresses social, political, and economic factors that impact the aging experience. Sociological, political, and economic theory will be incorporated as a framework for understanding resource allocation, priorities, and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment, and policy will be described. (This course can be taken as an elective by undergraduate or graduate students.)

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)
  • Michael Roberts, Program Director

Program Description
Occupational therapy (OT) is a dynamic field of practice that utilizes participation in goal-directed, meaningful activities to restore health, promote growth and adaptation, and enhance both occupational performance and quality of life. Best practices in occupational therapy require foundational knowledge, integration of philosophical and theoretical concepts, incorporation of evidence, and application of technical skills.

The Master of Science in Occupational Therapy (MSOT) at Regis provides a sequential learning experience progressing from foundational knowledge through integration, application, and evaluation. Students will analyze research, client abilities, and environments and use this information to create therapeutic interventions to enhance the individual’s quality of life. The MSOT program provides various opportunities for students with diverse learning styles to be successful within the rigorous curriculum, both inside the college classroom and outside in applied field settings. Learning may occur through traditional lectures, discussion, reading, use of technology, observation, situational problem solving, group interaction, or hands-on practical application in labs and field experiences. The 74-credit program is designed to meet the learning needs of all students within the program and to train these future professionals in applying these principles within the practice of occupational therapy. Students will enter the profession equipped to use occupation as a means to improve the well-being of a diverse population of individuals within a multicultural society.

The entry-level occupational therapy master’s degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is 301-652-AOTA and its web address is www.acoteonline.org.
Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Admissions
Applicants for admission must achieve at least one of the following levels for admittance:

- Completion of a related undergraduate degree (biology, kinesiology, athletic training) from an accredited university with a minimum GPA of 3.0

or

- Completion of an undergraduate degree from an accredited university, and a B- or better in all prerequisite courses listed below. Prior to admission, students must complete the following prerequisite courses* of study as part of, or in addition to, an undergraduate degree. Coursework must be from an accredited university.
  
  - Anatomy and Physiology with Lab 8 credits
  - Human Development (Psychology) 3 credits
  - Abnormal Psychology 3 credits
  - Kinesiology 3-4 credits
  - Sociology 3 credits
  - Statistics 3 credits
  - Neuroanatomy/Neurobiology 3-4 credits

*A student who has completed a bachelor’s degree including all of the above prerequisites except one may be granted conditional admission to the program under the condition that the outstanding prerequisite be completed prior to beginning the MS program.

Transfer of credit from another approved institution of higher learning will be allowed if it is for graduate work done within five years prior to enrolling at Regis and the grade received for the work is not less than B-. No more than two courses may be transferred. Only those courses will be accepted that correlate with standards for the particular component of the program in which the student is enrolled. Students applying for transfer credit are required to submit to the appropriate graduate program director a transcript and a syllabus or a detailed course description of those courses for which they are requesting transfer credit. The Regis OT program does not offer advanced placement or credit for experiential learning.

Graduation Requirements
All coursework and fieldwork must be completed within five (5) years of beginning the program. In addition, Fieldwork II must be completed within 24 months following completion of the didactic portion of the program. In accordance with the requirements for all graduate programs at Regis, students must receive a B- or higher in all coursework in order to graduate.

Student Learning Outcomes for Occupational Therapy
Students will:

- Demonstrate knowledge regarding the theories and practices of OT and be skilled in reading, evaluating, and disseminating information from current research and literature in OT.
- Apply occupational theory and evidence-based practice assessment and interventions with individuals and groups in a variety of settings for the enhancement of client function in life skills.
- Demonstrate the required competencies, in accordance with the scope of practice of occupational therapy, in order to provide OT services within a wide range of settings for a diverse population.
- Plan and apply OT interventions which address physical, cognitive, psychosocial, sensory, and other aspects of performance in order to enhance clients’ well-being and quality of life.
- Collaborate with other professionals in the delivery of OT services.
- Advocate for the profession, uphold the ethical standards and values of OT, and participate in continuing education for lifelong learning.

Required Courses
Human Occupation (3 credits)
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Occupational Therapy Practice (3 credits)</td>
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<tr>
<td>OT Practice in Psychosocial Dysfunction/Lab (4 credits)</td>
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<tr>
<td>OT Practice in Physical Dysfunction/Lab (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Group Dynamics/Lab (4 credits)</td>
<td></td>
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<tr>
<td>Health Ethics and Law (3 credits)</td>
<td></td>
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<tr>
<td>OT Eval &amp; Interv Children/Adolescents/Lab (4 credits)</td>
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<tr>
<td>OT Eval &amp; Interv Adults/Older Adults/Lab (4 credits)</td>
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<tr>
<td>Fieldwork IA (0.5 credits)</td>
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<tr>
<td>Community Based Practice/Lab (4 credits)</td>
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<tr>
<td>Assistive Technology (3 credits)</td>
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<tr>
<td>Research Methods (3 credits)</td>
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<tr>
<td>School-Based Practice (3 credits)</td>
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<tr>
<td>Fieldwork IB (0.5 credits)</td>
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<tr>
<td>Clinical Reasoning in OT (3 credits)</td>
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<tr>
<td>Hand &amp; Upper Extremity Rehab/Lab (4 credits)</td>
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<tr>
<td>OT Leadership (3 credits)</td>
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<tr>
<td>Special Topics in OT (3 credits)</td>
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<tr>
<td>Fieldwork IIA (8 credits)</td>
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<tr>
<td>Fieldwork IIB (8 credits)</td>
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<tr>
<td>Fieldwork Online Discussion (2 credits)</td>
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**Sample Curriculum Plan**

**Semester 1**  
Human Occupation .............................................................................................................3  
Occupational Therapy Practice ..................................................................................3  
OT Practice in Psychosocial Dysfunction/Lab .........................................................4  
OT Practice in Physical Dysfunction/Lab ...............................................................4  

**Semester 2**  
Group Dynamics/Law .........................................................................................................4  
Health Ethics and Law .................................................................................................3  
OT Eval & Interv Children/Adolescents/Lab .............................................................4  
OT Eval & Interv Adults/Older Adults/Lab ...............................................................4  
Fieldwork IA ..................................................................................................................0.5  

**Semester 3**  
Community Based Practice/Lab ..................................................................................4  
Assistive Technology ...................................................................................................3  
Research Methods ........................................................................................................3  
School-Based Practice .................................................................................................3  
Fieldwork IB ..................................................................................................................0.5  

**Semester 4**  
Clinical Reasoning in OT ...........................................................................................3  
Hand & Upper Extremity Rehab/Lab .............................................................................4  
OT Leadership ................................................................................................................3  
Special Topics in OT ....................................................................................................3  

**After completion of courses**  
Fieldwork IIA .............................................................................................................8  
Fieldwork IIB ...............................................................................................................8  
Fieldwork Online Discussion ......................................................................................2
COURSE DESCRIPTIONS

Human Occupation
This course introduces students to the broad concept of occupation by exploring ways people acquire skills for occupational performance. Students will develop an understanding of the relations between health and occupation, disability and occupation, and explore how humans find meaning in their lives, through occupation. Students will examine developmental themes and models of childhood and adolescent occupation, including activities of daily living, play, education, social skill development, and vocational exploration. The impact of physical, psychological, cognition, and social development on the child as well as the influence of caretakers, community, and culture will be addressed. Developmental themes and theoretical models of the adult life cycle, from early to late adulthood will include examination of physical, psychological, cognitive, and social changes and the influence of culture, race, and gender on occupations and adaptation. Emphasis will be placed on individual differences and the impact of sociocultural context or areas of occupation such as work, activities of daily living, play, education, social participation, and spiritual practices.
Prerequisites: Admittance to Program

Occupational Therapy Practice
Students will be introduced to foundation knowledge, values, and philosophy of occupational therapy practice and OT practice models and frameworks. Comparison of different frameworks will be conducted based on client profile, contextual surroundings, and individual therapy goals. Students will learn the skills necessary to apply professional behaviors and skills required to be ethical practitioners. They will learn about various practice settings and systems within which occupational therapists practice to prepare them to begin making decisions regarding their fieldwork site selections. Prerequisites: Admittance to Program

Occupational Therapy Practice in Psychosocial Dysfunction/Lab
This course examines the evaluation of psychosocial and psycho-emotional areas of occupational performance and the planning and implementation of occupation-based interventions across domains of practice and client populations. The course addresses developing a client’s occupational profile, narrative reasoning, and therapeutic use of self, behavioral change, illness representation, and adjustment to chronic disorders. A specific focus of the course is evaluation of and intervention for clients presenting with mental health disorders.

Students will review the theoretical backgrounds that have historical or current significance in the practice of occupational therapy with individuals who are mentally ill. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

Occupational Therapy Practice in Physical Dysfunction/Lab
Basic treatment principles for neurologic, orthopedic, degenerative, and traumatic conditions, including CVA, arthritis, burns, fractures, and spinal cord injuries, as well as theory and research in relation to treatment, will be presented during lectures. A basic overview of human body-mind systems will be provided with an emphasis on pathology, the recognition of symptoms, their causes, and the occupational implications of the disorders. Laboratory experiences will stress motor, sensory, and perceptual evaluations; comprehensive treatment planning; splint fabrication; and transfers.
Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

Group Dynamics/Lab
Group Dynamics involves the exploration of the interactions that occur in small and large group systems. Classes and readings focus on theories of group process that lead to effective group functioning, theories of small group functioning, and elements of group process that lead to effective group formation, development, and closure. Group experiences in class will assist in integrating theoretical learning, building upon skills for group observation, leadership, and individual membership. The class will be part of its own laboratory in small group dynamics. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

HP 601 Health Ethics and Law
This is a graduate-level course introducing students to the complex area of health care ethics and law, through examination of theories, principles, and current issues in health care ethics and development of laws that guide health care administration, practice, and research, and the medical product industry. Ethical and legal issues related to organizational and professional responsibility, patient rights and informed consent, reproduction, end-of-life care, duty to treat and duty to warn, and clinical research and experimentation, are among the areas of study and discussion. This course is a requirement for the Master of Science in Health Administration, Health Product Regulation, Nursing Leadership/Regulatory Affairs, and Nursing Leadership/Business Management and
the MS in Occupational Therapy. Prerequisites/Co-requisites: Admittance to Program

OT Evaluation and Intervention for Children and Adolescents/Lab
Students will gain foundational knowledge of OT evaluation and intervention processes. Students will apply clinical reasoning for the evaluation and treatment of children with various conditions and across age groups. Course content will focus on supporting the occupations of the child within an environmental context with an emphasis on family and sociocultural factors. Students will examine major theoretical frames of reference based upon current research and will learn to apply this to planning occupational therapy evaluations and interventions. Students will learn common assessment tools used by occupational therapists, and how to select and critique evaluation methods. Select cases will be used for the application of knowledge, interventions, and frames of reference used with children. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

OT Evaluation and Intervention for Adults and Older Adults/Lab
Students will gain foundational knowledge of OT evaluation and intervention processes with adults with neurological and orthopedic conditions. Students will apply the clinical reasoning processes to clinical practice with adults with various types of medical conditions. Students will learn about common assessment tools available to occupational therapists for adults, as well as where, when, and how to apply them. The course includes examination of theories of aging, including physiological, psychological, and functional changes and the influence of culture, race, and gender in the experience of aging. Through clinical reasoning, students will learn to evaluate and facilitate functional performance in older adults in a variety of environments, ranging from community to institutional settings. Students will develop technical skills in administering selected evaluation tools and integrating assessment data and demonstrate clinical decisions about intervention, planning, and implementation. Selected cases will be used for application of knowledge. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

Community-Based Practice/Lab
Students will learn the necessary skills, knowledge, and roles utilized by occupational therapists in community-based settings. Topics will include program planning, design, and implementation; legislative and systems issues related to community-based practice; program evaluation; entrepreneurship; and future directions in community-based practice. Students will discuss and evaluate models for early intervention programs, adult day health programs, primary care models, low vision and fall prevention programs, forensic mental health, return-to-work, and other similar models of community-based practice. This course includes a service learning component. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

Assistive Technology
This course will examine the problems associated with designing and providing assistive devices to individuals with disabilities, in order to assist mobility, communication, positioning, environmental control, and daily living. Processes discussed will include needs assessment, search for available devices, resources available, and creative problem solving. Students will work with materials commonly used to create individualized devices, as well as in teams on a design for a specific user or group. Problems of funding and delivery of devices will also be explored. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

Research Methods
This course will explore components of the research process in the context of occupational therapy. This includes developing research questions, conducting a literature search and review, data collection and data analysis, drawing conclusions from data, ethics in research, and sharing research findings. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

School-Based Practice
Students will gain knowledge and experience in the practical application of educationally relevant occupational therapy service provision in the context of the school. Topics include: screening, assessment, planning, and implementation of interventions, consultation models, documentation, the Individualized Educational Plan (IEP) process, understanding eligibility for special education services, evaluation of caseloads, and direct and alternative strategies for supporting children in the educational process. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, OT Eval & Intervention Children/Adolescents/Lab
Clinical Reasoning in OT
This course will focus on the development of occupational therapy reasoning skills based on theoretical and practice learning. Emphasis will be placed on the ability to make, reflect on, analyze, and critique observations, as well as make interpretations based on these observations. Students will explore the procedural components of the clinical reasoning process with reference to the profession’s practice framework, evidence-based practice, selected theoretical models, and practice areas. Topics include principles of evaluation, outcome measures, evidence-based practice, client-centered practice, clinical documentation, pain management, client problem and goal identification, development of PICO questions, searching and analyzing literature, preparing Rx plans, and presentation to the client. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab, Community Based Practice/Lab

Hand and Upper Extremity Rehabilitation/ Lab
This course will serve as an introduction to the specialization of hand therapy within the field of occupational therapy. Limitations in hand function can cause a decreased level of participation in life’s tasks and individual roles. Therapies, interventions, modalities, and exercises to use in hand therapy will be addressed. The lab will be used for assessment and fabrication of splints to meet specific needs. Prerequisites/Co-requisites: OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

OT Leadership
Students will integrate concepts, principles, and strategies that are fundamental to the provision of occupational therapy services in the changing U.S. healthcare system. This course links system management, reimbursement mechanisms, and public policy found in occupational therapy practice settings to the populations served. Knowledge of leadership, management, ethics, and marketing principles that are necessary for success in today’s health care industry are emphasized. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, Health Ethics & Law, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

Special Topics in Occupational Therapy
Presentations will be given by faculty, guest lecturers, and students covering selected topics or subjects of special interest. Students will be required to research and present information related to one or more of the following areas: A) Administration, B) Clinical Education, C) Pediatrics, D) Physical Disabilities, E) Mental Health, F) Gerontology/Geriatrics, G) School-based Practice, and others. Prerequisites/Co-requisites: Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab, Community Based Practice/Lab, Research Methods

Fieldwork IA and IB
Students will perform observations in various occupational therapy settings and assist, as appropriate, in the planning and implementation of occupational therapy services. The Level I Fieldwork placement is scheduled during the second and third semesters of the fulltime program (later in the progression for part time students). The Fieldwork components will include a seminar class, reflective journals, and on-line discussion forums. Prerequisites: B- or above in all coursework to date; students must have completed at least 4 courses within the MSOT program prior to beginning Fieldwork IA.

Fieldwork IIA and IIB
Each part of Fieldwork II is a 12-week, full-time internship that takes place after the completion of all required coursework. Level II fieldwork provides students with opportunities to: experience in-depth delivery of occupational therapy services to clients and focus on the application of purposeful and meaningful occupation and/or research, administration, and management of occupational therapy services. Level II fieldwork is designed to promote clinical reasoning and reflective practice, to transmit values and beliefs that promote ethical practice and to develop professionalism and competence in career responsibilities. Students must complete both Fieldwork II segments to meet program requirements. Prerequisites: Completion of all coursework (except for Fieldwork Discussion Course) with a B- or above; concurrent registration for Fieldwork Online Discussion Course

Level II Fieldwork Online Discussion Course
Students will respond to instructor-led discussion prompts as well as to postings of their classmates. The online discussion provides the opportunity for students to relate fieldwork experiential learning to all areas of Regis College coursework including: mind-body systems, health-and-human systems of care; assessment; intervention; documentation; evidence-based practice; client-centered and occupation-centered practice; and application of research to practice. Students will engage in ongoing discussions about professional identity and the transition from student to professional as they describe and discuss fieldwork challenges and successes across a variety of practice settings. Must be taken concurrently with Fieldwork IIA and IIB. Prerequisites: Completion of all coursework with a B- or above, and concurrent registration for Fieldwork II
General Information

For over three decades, Regis has offered a Continuing Education Program for adult learners. Many Continuing Education students are experiencing college for the first time; others are returning to college to complete an undergraduate degree; still others are pursuing personal or professional interests. The Institute of Advancing Studies (IAS) was established in May 2014 and launched in Fall 2014 for those Adult Students seeking to complete a bachelor’s degree in a flexible and affordable way. IAS students may be enrolled in the same courses taken by our traditional, full-time undergraduates. IAS courses are also offered during the weekend, evening, daytime, in online and hybrid formats. IAS students are held to the same academic standing requirements as traditional undergraduates. However, IAS students are not eligible to join Regis student clubs or participate in other extra-curricular activities, nor are they eligible to live in on-campus housing or to participate in varsity sports.

Admission for IAS students

Regis offers rolling admission for the IAS Program; however, some programs have specific entrance requirements. Applications for admission are reviewed once the application is complete. Students are notified of the decision within two weeks of receipt of the completed application. All prospective students with a high school diploma or its equivalent and an associate’s degree or diploma are eligible to apply for admission to a baccalaureate program. Regis offers specialized advising and assists students to plan their studies so that they may achieve their degree goals in an educationally engaging and timely manner.

A student applying for admission to the IAS should submit the following materials:

- Completed Application for Admission
- Application fee of $75
- Two letters of recommendation
- Official transcripts from each college or university attended (if applicable)

Acceptance to the IAS rests with the Associate Dean of Graduate Academic Affairs. The academic potential of each applicant is considered, and those judged to show promise of academic success are admitted. Non-degree seeking students may register for most of Regis’ course offerings as long as they have met any pre-requisite requirements. To register, please call 781-768-7160.

Financial Aid

Matriculated IAS students may be eligible for financial aid. Those who are enrolled in a:

- Minimum of six credits (two courses) per semester are eligible to apply for a Federal Direct Loan, Federal Work-Study, and the Federal Perkins Loan.
- Minimum of three credits (one course) are eligible to apply for a Federal Pell Grant.

Academic Programs for IAS students

IAS students are welcomed to apply to several Regis undergraduate programs. In order to receive their degree, students must meet Regis’ general education requirements, as well as their major requirements, and any other graduation requirements as specified in this catalog. Programs include Medical Imaging Completion Program, Interventional Radiology, Breast Imaging, and the Nursing Bachelor’s Completion Program. Other courses and programs can be considered with approval of the Director of the IAS. For the Nursing Bachelor’s completion program, see the Graduate Nursing section.

BACHELOR OF SCIENCE IN MEDICAL IMAGING

- David Gilmore, Chair
- Lauren Shanbrun
- Erin Beloin

There are four programs within the Medical Imaging IAS.
Student Learning Outcomes for Medical Imaging

Students will:

- Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals
- Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images
- Discuss the various pathologies presented in diagnostic medical imaging exams
- Analyze various procedures and therapies for correct use of instrumentation
- Demonstrate ethical decisions in the clinical setting

General Education Requirements—40 credits

- Natural Sciences (2 courses from 2 different disciplines)*
- Writing Seminar I*
- Writing Seminar II*
- Ethics Course*
- Statistics Course*
- Social Science Courses (2 courses)*
- Literature Course*
- Philosophy Course*
- Religion Course*
- History Course*
- Expressive Arts Course*

BACHELOR’S DEGREE COMPLETION PROGRAM (NO CONCENTRATION)

The Bachelor of Science in Medical Imaging degree program within the IAS 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 students to continue their education in one of the master’s degrees at Regis. The completion program can be completed full-time or part-time.

Fifty-five credits will be awarded for the certification exam by ARRT, NMTCB, CAMRT, or RDMS.

Medical Imaging Upper-Division Courses (all are required to be taken at Regis)

MI 470 Cross Sectional Imaging
MI 473 Quality Management
MI 476 Medical Imaging Seminar & Capstone
MI 477 Research Methods
MI 650 Pathology Across Radiology Modalities+
MI 408 Radiology Administration
Elective (must be approved by the Program Director)
TOTAL: 120 credits

* Could be transferred from any accredited college/university
+ Serves as graduate elective credit for MS programs

NUCLEAR MEDICINE CONCENTRATION

Program Focus & Curriculum

This concentration is for Radiologic Technologists (RT) only and is different from both the traditional undergraduate program and the graduate program. The nuclear medicine concentration is a full-time program and consists of clinical and didactic instruction, beginning in September of each year. Students who successfully complete the program 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 major academic medical centers and advanced community-based hospitals in and around the Boston area.

Required Prerequisites

Anatomy & Physiology I & II (with lab), Chemistry (with lab), College Algebra (or higher), Statistics, Physics. Required for the Major & Nuclear Medicine Concentration NM 401, NM 405, NM 450, MI 330, NM 410, NM 415, NM 420, NM 451, NM 452, MI 470, MI 477, NM 470, NM 453
INTERVENTIONAL RADIOLOGY CONCENTRATION

Program Focus & Curriculum
The Interventional Radiology concentration is geared for students who are current radiography technologists (or registry eligible) with an associate of science degree and who have the professional goal of practicing as an Interventional Radiology (IR) Technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent IR Technologist. Clinical education occurs primarily at Massachusetts General Hospital to offer experiences through a competency-based model using state of the art equipment.

The IR concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT).

Students must meet the Regis core general education curriculum described within the Undergraduate portion of this catalog.

Required for the Major & Interventional Radiology Concentration
MI 305, MI 306, MI 307, MI 330, MI 350, MI 351, MI 352, MI 476, and two additional medical imaging courses as electives

COURSE DESCRIPTIONS
See Medical Imaging Course Descriptions on pages 122-124.

BREAST IMAGING CONCENTRATION

Program Focus & Curriculum
The Breast Imaging concentration is geared for students who are current radiography technologists (or registry eligible) with an associate of science degree and who have the professional goal of practicing as a mammographer and breast imaging technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent BI technologist. Clinical education occurs at a variety of clinical sites to offer experiences through a competency-based model using state-of-the-art equipment.

The BI concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT).

Students must meet the Regis core general education curriculum described within the Undergraduate portion of this catalog.

Required for the Major & Breast Imaging Concentration
MI 310, MI 311, MI 312, MI 330, MI 350, MI 351, MI 352, MI 476, and two additional medical imaging courses as electives

COURSE DESCRIPTIONS
See Medical Imaging Course Descriptions on pages 122-124.

PROFESSIONAL ADVANCEMENT
Regis Professional Advancement opportunities provide adult students with flexible and cutting-edge courses and educational tools needed to enhance their professional development and advance their careers.

Professional advancement opportunities at Regis range from one-credit courses in industry-specific areas, such as Personalized Medicine (RA 631) or Chinese Medical Device Regulation (RA 633), to 4-6 course certificate programs in areas including Communication for Healthcare Professionals, Integrative Health, Gerontology, Heath Informatics, and more.

The design and flexibility of our Professional Advancement opportunities cater to the needs of adult learners. Hybrid (half online/half on campus), turbo (four-day accelerated options), and weekend courses enable adults working full time to gain professional development needed to advance or change
their careers. Many Professional Development opportunities may be pursued without applying to a program at Regis, so students can choose to enroll as non-matriculated students.

SUMMER PROGRAMS
Regis offers a wide range of courses during the academic summer sessions. Courses meet during the day and in the evening to provide the opportunity for Regis students, as well as students from other colleges, to supplement their regular academic programs. Summer sessions also provide individuals with an opportunity to take courses for personal enrichment or career advancement.
For more information about the Summer Courses at Regis, contact the IAS at 781-768-7330 or graduatedepartment@regiscollege.edu.

LIFELONG LEARNING AT REGIS COLLEGE (LLARC)
Lifelong Learning at Regis College is an intellectually enriching program providing non-degree educational opportunities, social interaction, and integration with the Regis community. LLARC involves no tests, term papers, credits, nor any previous college experience. LLARC was established in 2005 and now serves a membership of 500 men and women from fifty towns in the Metro West area. Many members participate in its governance through volunteer service as planners, instructors, organizational officers, and committee members.
LLARC currently operates during two, ten-week semesters in the fall and spring as well as a four-week program in mid-winter. The program is chiefly organized as peer study groups on a wide variety of topics proposed by the members. Most study groups use a seminar format, emphasizing discussion, usually with preparatory reading. Additionally, the entire membership is invited to attend informal noon-time lectures over a brown-bag lunch one afternoon per week.
Information about upcoming programs can be found on the LLARC section of the Regis Website at www.regiscollege.edu/LLARC. For more information about LLARC, contact LLARC@regiscollege.edu or call 781-768-7135.

NON-DEGREE (ND) STUDENTS
Non-degree students are non-matriculating students who do not wish to become candidates for a degree program. Students may enroll in individual classes for personal or professional enrichment. ND students who intend to become degree candidates should declare their intention so they may be properly advised.
CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS (ABA)

- Lauren Beaulieu, Program Director

Program Description
The Certificate in Applied Behavior Analysis from Regis affords the student the opportunity to learn the fundamentals of ABA while gaining valuable experiences applying and evaluating the principles and methods of ABA in a supervised setting. The certificate program is designed for students currently holding a bachelor’s degree or master’s degree in an approved field of study.

Students enrolled in the certificate program will complete 18 credit hours in coursework (6 courses) and 9 credit hours of supervised practicum (a fieldwork option is available). The program is designed for busy professionals with courses offered during the evenings and can be completed in as little as three semesters. Regis also offers a part-time option.

Required Courses for the Certificate in ABA
ABA 601 Concepts and Principles 1: Introduction to Applied Behavior Analysis (3 credits)
ABA 602 Concepts and Principles 2: Experimental Analysis of Behavior (3 credits)
ABA 604 Treatment Evaluation (3 credits)
ABA 606 Behavior Assessment (3 credits)
ABA 608 Behavior Intervention (3 credits)
ABA 610 Ethical Practice in Applied Behavior Analysis (3 credits)
ABA 630, ABA 631, ABA 632 Practicum (9 credits)

CERTIFICATE OF ADVANCED GRADUATE STUDIES IN HERITAGE STUDIES (CAGS)

- Kathryn Edney, Program Director

Program Description
The CAGS program in Heritage Studies is designed for students seeking further education, intellectual dialog, interdisciplinary experience, or to explore new ideas relating to their careers or previous courses of study, who do not necessarily need a second master’s or a doctoral degree. The certificate has become a standard in graduate education recognizing a student’s completion of thirty credits beyond the master’s degree.

Interested applicants should meet with the program director to design an appropriate course of study based on the individual’s academic background, goals, and expected outcomes. He or she must have a master’s degree in a related field conferred from an accredited institution prior to being admitted formally to the CAGS program. With the exception of students applying for the CAGS as a continuation to the MA program at Regis, all CAGS candidates will be required to complete the five foundational courses as part of their curriculum plan.

COURSE DESCRIPTIONS
See Heritage Studies Course Descriptions on pages 181-183.

CERTIFICATE IN GERONTOLOGY

- Mary Ann Hart, Contact Person

Program Description
This four course, 12-credit certificate program is designed for students who wish to prepare for work with older adults and for professionals already working with the elderly. Nurses, physicians, health care administrators, occupational therapists, physical therapists, and social workers are among those for whom this certificate is designed. The program provides a background of basic knowledge in
Program Objectives
To provide a concentrated curriculum in the multidisciplinary field of gerontology.

Certificate Curriculum
HP 623 Gerontology: A Multidisciplinary Approach
HP 626 Sociological, Political, and Economic Perspectives in Gerontology
HP 629 Chronic Illness and Aging: Management, Palliation, and End-of-Life Considerations
HP 632 Gerontology/Geriatric Mentorship or HP 620 Field Experience or a course deemed appropriate in conjunction with advisor and program director

COURSE DESCRIPTIONS
HP 620 Field Experience
Students will spend 100 hours in a health care setting experiencing the role of the health administrator or leader as the manager of health services. Placements will be with managers of departments within insurance companies and managed care organizations, hospitals and long term care institutions, clinics and outpatient departments, state health care agencies, and nursing homes and home health agencies. Students completing the certificate will do their field experience in gerontology.

HP 623 Gerontology: A Multidisciplinary Approach
This course will incorporate faculty from multiple disciplines to address the complex nature of the study of aging. The objective of this course is to develop a foundation for the understanding of the physical, psychological, social, spiritual, and environmental constructs of aging framed within a wellness model. (This course can be taken as an elective by undergraduate or graduate students).

HP 626 Sociological, Political and Economic Perspectives in Gerontology
This course addresses social, political, and economic factors that impact the aging experience. Sociological, political, and economic theory will be incorporated as a framework for understanding resource allocation, priorities, and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment, and policy will be described. (This course can be taken as an elective by undergraduate or graduate students.)

HP 629 Chronic Illnesses and Aging: Management, Palliation, and End-of-Life Considerations
Although aging is not synonymous with decline, the aging process does increase the risk of the development of chronic disease. This course is approached from a multidisciplinary perspective regarding the management of chronic disease, palliative care, and end-of-life decisions. These will be considered in the context of the individual, family, community, and the larger social systems.

HP 632 Gerontology/Geriatric Mentorship
As a capstone experience, students who desire to earn the Gerontology Certificate will be required to complete a 100-hour mentorship experience in gerontology. Students will select their experience with faculty advisement and develop mentorship objectives. Students will prepare an executive summary of the experience as it relates to their objectives. Students have the option to take HP 620 Field Experience or a fourth course in lieu of this course. Prerequisites: HP 623, HP 626, and HP 629

CERTIFICATE IN HEALTH ADMINISTRATION
- Mary Ann Hart, Program Director

Program Description
The fifteen-credit Graduate Certificate in Health Administration introduces students to the critical ethical, legal, social, policy, and management issues in health administration. The Certificate consists of five courses: three required courses and two electives. These five courses can also be applied toward fulfilling the requirements of the Master of Science in Health Administration. Electives may be chosen from courses in Health Administration or in other related programs per approval of the program director.

Required courses
HP 601 Health Ethics and Law
HP 602 Concepts in Health Administration
HP 609 Health Policy, Politics, and Perspectives
COURSE DESCRIPTIONS

HP 601 Health Ethics and Law
This course introduces students to the complex area of health ethics and law. Ethical and legal issues related to organizational and professional responsibility, patient rights and informed consent, reproduction and human genetics, end-of-life care, duty to treat and to warn, and clinical research and experimentation are among the areas of areas of study and discussion. Prerequisites: HP 602, HP 609, or permission of the program director.

HP 602 Concepts in Health Administration
This is an introductory course to the field of health administration. Topics include health care leadership and management, strategic planning, human resources, marketing, quality management, and cultural competency/diversity in health care organizations.

HP 609 Health Policy, Politics, and Perspectives
This course examines U.S. health care policy and the political challenges related to delivery, cost, quality and access to care. The course is in seminar format with a field experience component which allows students to observe the policy-making process and the role of government and private stakeholders in the financing and delivery of services.

Electives
See courses listed under the Master of Science in Health Administration section.

CERTIFICATE IN HEALTH COMMUNICATION
- Colleen C. Malachowski, Program Director

Program Description
Candidates with a bachelor’s degree who seek a Graduate Certificate in Health Communication complete four courses of study (12 credits). This certificate provides graduate students with communication strategies and tools which they can employ in dealing with problems and issues in today’s health care environment.

The Graduate Certificate in Health Communication features:
- Program of study designed to meet individual needs and goals
- Flexible schedule options for working individuals
- Close interweaving of theory and professional practice
- Advisory board comprised of experts working in the field
- Interdisciplinary connections with other graduate programs
- Collaboration among students on research projects

Required Courses
CO 612 Health Communication
CO 601 Intercultural Communication

Elective Courses
Two of the following four courses:
ID 500 Introduction to Professional Writing
CO 617 New Multimedia Communication
CO 609 Conflict Management and Negotiation
CO 610 Crisis Communication

CERTIFICATE IN HEALTH INFORMATICS
- Mary Ann Hart, Contact Person

Program Philosophy
This five-course, fifteen-credit certificate program is designed to introduce health care providers to the informatics industry, its current state-of-the-art systems, and management. Students will learn essential competencies needed to participate in the strategic leadership of information systems and explore the industry through a self-designed practice mentorship.
Program Objectives
- To explore the rapidly changing, dynamic health informatics industry
- To examine the many informatics options currently available or under development in health
- To synthesize knowledge of health informatics, leadership, and change in addressing
  informatics problems in the real world

Certificate Curriculum
HP 635 Health Information Systems
HP 638 Strategic Leadership in Health Informatics
HP 641 Information Systems Mentorship or HP 620 Field Experience
HP 643 Database Design and Development for Health Care
NU 710 Informatics in Health Care

COURSE DESCRIPTIONS
HP 620 Field Experience
Students will spend 100 hours in a health care setting experiencing the role of the health administrator
or leader as the manager of health services. Placements will be with managers of departments within
insurance companies and managed care organizations, hospitals and long term care institutions, clinics
and outpatient departments, state health care agencies, and nursing homes and home health agencies.
Students in this course who are completing the certificate will do their field experience in health
informatics.

HP 635 Health Information Systems
This course addresses the multiple systems utilized to retrieve, manage, and report information
in health care: information architectures, administrative and clinical applications, evidenced-based
health, information retrieval, decision support systems, security and confidentiality, bioinformatics, the
individual, group and organizational levels as they relate to information systems information system
cycles, the electronic health record, key health information systems and standards, medical devices, and
telehealth.

HP 638 Strategic Leadership in Health Informatics
This course examines the social, political, and economic influences on the evolution of informatics in
health. Students analyze concepts, issues, and practices of organizational behavior at the individual,
group, and organizational levels as they relate to information systems in health. Students examine end
users’ needs, processes, and workflow in environments for the purpose of translating specifications for
health information systems.

HP 641 Information Systems Mentorship
This course provides students with real-world practical experience in the application and evaluation of
health care informatics. With faculty oversight and guidance, students are matched with a mentor working
in a health care system (health care setting, physician practice group, pharmaceutical /biotech company,
software company, or clinical research organization) and work 8-10 hours per week for one semester.
Students collaborate with faculty and other students weekly to log in experiences and participate in a
structured discussion board. Students may be opt to take HP 620 Field Experience in lieu of this course.

HP 643 Database Design and Development for Healthcare
This course will provide the student with an understanding of the types of databases and their application
in healthcare and related industries, as well as understanding their design and structure (schema).
Conceptual and logical design will be stressed and concepts of data reporting and data mining will
be discussed, including an introduction to structured query language (SQL). A small database using
Microsoft© Access 2010 will be developed during the course.

NU 710 Informatics in Health Care
This course explores the background and theory of nursing and health care information systems.
Strategies are examined for analyzing, designing /developing, implementing, and evaluating information
systems for health care professionals and consumers with an emphasis on improving the quality of care
delivery. Content and projects are applicable to advanced practice nurses, nurse educators, researchers,
nurse leaders, executives, and other health care professionals. Method of assessment: online discussions and synthesis, major paper

CERTIFICATE IN INTEGRATIVE HEALTH
- Sally Cadman, Program Director

Program Philosophy
The Integrative Health Certificate provides an opportunity for health care professionals to more fully develop 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. All students participate in a mentorship experience tailored to the candidate’s own level of experience and career interests.

Program Objectives
- Facilitate personal and professional growth through exploration of integrative health initiatives.
- Provide students with a practical, in-depth mentorship experience in integrative health.

Certificate Curriculum
- NU 635 Complementary Therapies and the Nurse
- HP 645 Science of Integrative Health
- NU 648 Integrative Health for Women
- NU 654 Mentorship in Integrative Health

COURSE DESCRIPTIONS

NU 635 Complementary Therapies and the Nurse
This course provides an objective introductory perspective on the newly emerging field of Complementary/Alternative Modalities (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client, as well as to assume a leadership and management role on the interdisciplinary team. While the course explores a range of modalities and systems, it focuses in depth on those clearly within the domain of nursing practice.

HP 645 The Science of Integrative Health
This course is intended to cover the scientific theory that forms the rationale for integrative health. In this course we will cover the new scientific theories that emerged during the twentieth century that have given scientific evidence to validate many forms of integrative health. These theories include Quantum Mechanics, Chaos Theory, Nonlinear Dynamical Theory, Fractal Geometry, Information Theory, Field Theory, and Network Theory.

NU 648 Integrative Health for Women
Surveys indicate that women are more receptive to and more frequently use complementary/alternative therapies than other populations. This course provides a practical, in-depth focus on complementary strategies for healthy lifestyles, disease prevention, and wellness care. It examines CAM use in this population with special emphasis on safety, efficacy, and compatibility with allopathic care for selected conditions that affect women. It also focuses on developing skills for integrative care and use of selected modalities.

NU 654 Mentorship in Integrative Health
This course provides students with a mentored practice experience in an appropriate practice setting. Placement occurs in collaboration with the course nursing faculty. In addition to the practicum, the candidate engages in a monthly seminar addressing key issues in integrative health care.

CERTIFICATE IN MUSEUM STUDIES
- Kathryn Edney, Program Director

Program Description
Candidates with a bachelor’s degree who seek a Graduate Certificate in Museum Studies complete four courses of study (12 credits). The certificate program in Museum Studies may be taken as a stand-alone graduate certificate or it may be pursued in conjunction with the MA in Heritage Studies.
Program Objectives
To provide students with an understanding of the history and theory behind museums and museum work, and to give students the opportunities to apply that understanding in an experiential learning context.

*Students must complete the following courses:*
MS 502 Introduction to Museum Management
ID 544 and ID 545 Museum Practicum

**CERTIFICATE OF PROFESSIONAL WRITING FOR NEW MEDIA**
- Colleen C. Malachowski, Program Director
The certificate courses use traditional on-the-ground format during evening and weekends along with hybrid delivery so working professionals can enhance skills and build a portfolio. Two courses will apply to the MS in Organizational and Professional Communication program.

**Student Learning Outcomes**
Students will:
- Gain and improve writing skills through hands-on lessons and instruction by professionals in journalism, public relations, communications, and creative nonfiction.
- Practice applying new technologies in social media and digital publication.
- Learn skills for in-demand areas such as health, science or business writing, writing for nonprofits, and public relations.
- Take internships for real-world experience.

**Required courses**
ID 500 Introduction to Professional Writing
ID 516 Advanced Writing for Business

**Two electives from the following courses:**
ID 515 Grant Writing, CO 604 Persuasive Communication, and CO 617 New Multimedia Communication

**CERTIFICATE IN PUBLIC HEALTH**
- Laura Burke, Program Director

**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, Health Informatics, Regulatory and Clinical Research Management, or Health Communication. Students are asked to meet with their advisor to discuss courses that fulfill the elective.

**Certificate Curriculum**
PBH 600 Biostatistics
PBH 606 Analysis of Public Health Issues
PBH 633 Intro to Epidemiologic Methods
HP 609 Health Policy, Politics, and Perspectives
PBH 635 Contemporary Issues in Environmental Health
Elective
COURSE DESCRIPTIONS

PBH 600 Biostatistics
This course is designed to teach master’s-level students the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals, and hypothesis testing; sample size and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of confounding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading the literature.

PBH 606 Analysis of Public Health Issues
In this course select issues that are critical to the health of the public are analyzed in order to gain an understanding of public health practice. Students will examine existing data, current and proposed public policy, and current practice in order to gain an understanding of the field of public health.

PBH 633 Introduction to Epidemiologic Methods
This course will introduce students to the basic principles and methods of epidemiology. The course will cover methods used in research studies that address the distribution and determinants of disease in the population. This course is intended to provide an introduction to the skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

PBH 635 Contemporary Issues in Environmental Health
Contemporary Issues in Environmental Health will address current issues and concepts in the field of environmental health. It is intended to provide students with an understanding of how environmental factors impact the health of individuals and the community. This course will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with an understanding of the health hazards resulting from exposure to physical, chemical, and biological hazards; vectors for dissemination (water, soil, fomites and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues.

CERTIFICATE IN REGULATORY & CLINICAL RESEARCH MANAGEMENT

- Joni Beshansky, Program Director

The Graduate Certificate programs provide concentrated training in the student’s chosen specialty, Regulatory Management or Clinical Research Management. Twelve credits (four courses) are required. All courses provide graduate credit, which may be applied to subsequent studies for the Master of Science or other applicable graduate studies. Typical Graduate Certificate candidates are individuals seeking to develop basic understanding and skills with minimal commitment, typically one year. A Graduate Certificate program can also supplement related graduate degree programs. For example, a candidate for a graduate degree in nursing may wish to add a Graduate Certificate in Clinical Research Management or in Regulatory Management.

Requirements for Graduate Certificate in Clinical Research Management
(Note: Students need meet only the requirements in effect when they were admitted to the program. If there are questions, please consult the Graduate Program Director.)
RA 601 Overview of the Medical Product Industry
RA 602A Overview of FDA Regulation
RA 609 Clinical Trial Management
One of the following two courses:
RA 608 Clinical Research Methods
RA 616 Project Management

Requirements for Graduate Certificate in Regulatory Management
RA 601 Overview of the Medical Product Industry
RA 602A Overview of FDA Regulation
RA 615 Risk Management and Quality Systems
One of the following two courses:
RA 603A Pharmaceutical Product Regulation
RA 604A Medical Device Regulation
POST-BACCALAUREATE CERTIFICATE IN NUCLEAR MEDICINE TECHNOLOGY

David Gilmore, Program Director  Erin Beloin  Lauren Shanbrun

Program Focus & Curriculum

The Nuclear Medicine Technology post-baccalaureate certificate is geared for students with a previous non-medical imaging degree or a current technologist with a bachelor’s 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 Nuclear Medicine Technology post-baccalaureate certificate is a full-time program and consists of clinical and didactic instruction, beginning in September of each year. Students who successfully complete the program 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 major academic medical centers and advanced community-based hospitals in and around the Boston area.

Required Prerequisites

Anatomy & Physiology I & II (with lab), Chemistry (with lab), College Algebra (or higher), Statistics, Physics.

Required for the Post-Baccalaureate Certificate

NM 401, NM 405, NM 450, MI 330, NM 410, NM 415, NM 420, NM 451, NM 452, MI 470, MI 477, NM 470, NM 453

POST-MASTER’S CERTIFICATE IN HIGHER EDUCATION LEADERSHIP

Priscilla Boerger, Program Director

The Regis Post-Master’s Graduate Certificate Program in Higher Education Leadership is a four-course certificate designed for master’s or doctorally prepared university or college administrators, who are looking to expand, broaden, and renew their understanding and expertise in higher education. Students in the Post-Master’s Certificate in Higher Education Leadership program engage in analysis of higher education issues, trends, and organizational structures in order to improve their leadership capabilities and effectiveness in higher education administration.

The program is directly aimed at working professionals in education and other leadership venues serving in capacities that focus on:

- Academic or organizational administration;
- Teaching and learning;
- Institutional research, planning, and advancement; and
- Higher education generally, including areas such as policy and advocacy.

Students enrolled in the certificate include:

- Individuals who have decided not to engage in a full doctoral degree at this time;
- Individuals/Professionals who are in the process of applying to a doctoral program; and
- Doctorally prepared administrators seeking additional expertise in a new area of higher education administration.

Certificate Requirements:

Students are required to complete the following four courses:

ED 801 Higher Education Leadership, Policy, and Ethics
ED 829 Co-Curricular Development in Higher Education
ED 831 Measurement and Assessment
ED 835 Higher Education Finance: Strategy, Costs, and Value
POST-MASTER’S CERTIFICATE FOR RNS WITH AN MSN (FAMILY, PEDIATRIC, PSYCHIATRIC/MENTAL HEALTH, ADULT GERIATRIC OR WOMEN’S HEALTH NURSE PRACTITIONER)

Karen Crowley, Program Director

The Program

The purpose of the Post-Master’s Certificate curriculum is to prepare the master’s-prepared nurse for advanced practice as a Family Nurse Practitioner, a Pediatric Nurse Practitioner, a Psychiatric/Mental Health, Adult/Geriatric, or a Women’s Health Nurse Practitioner with a primary care focus. Students in the certificate curriculum must satisfactorily complete eight courses at Regis. Graduate courses taken at other accredited institutions may be considered for graduate credit. It is important to meet with a faculty member, program director, or advisor to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer. This program may be undertaken on a full-time or part-time basis.

Sample Part-Time Curriculum

Post-Master’s Nurse Practitioner Certificate

<table>
<thead>
<tr>
<th>Year 1, Fall</th>
<th>credits</th>
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<tbody>
<tr>
<td>NU 629 Advanced Health Promotion and Disease Prevention across Diverse Cultures I* ........3</td>
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<tr>
<td>BI 612 Advanced Pathophysiology ................................................................. 3</td>
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<tr>
<th>Year 1, Spring</th>
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<tbody>
<tr>
<td>NU 669 Family Systems Theory (except for Psyche/Mental Health NPs) .................. 3</td>
<td></td>
</tr>
<tr>
<td>NU 641 Advanced Clinical Pharmacology .......................................................... 3</td>
<td></td>
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</tbody>
</table>

(Note: NU 641 MUST be taken in the fall or spring prior to entering NU 664)

<table>
<thead>
<tr>
<th>Year 1, Summer</th>
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<tbody>
<tr>
<td>NU 650 Advanced Health Assessment ............................................................... 3</td>
<td></td>
</tr>
<tr>
<td>or NU 652 Advanced Pediatric Health Assessment ................................................. 3</td>
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(Note: NU 650 or 652 must be taken in the summer prior to primary care.)

<table>
<thead>
<tr>
<th>Year 1, Summer</th>
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<tbody>
<tr>
<td>NU 643 Advanced Psychopharmacology (for Psyche/Mental Health NPs) .................. 3</td>
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<tr>
<th>Year 2, Fall</th>
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<tbody>
<tr>
<td>NU 664A Primary Care of the Child I ................................................................. 8</td>
<td></td>
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<tr>
<td>or NU 664B Primary Care of the Family I ........................................................... 8</td>
<td></td>
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<tr>
<td>or NU 664C Psych Mental Health Nurse Practitioner I ........................................... 8</td>
<td></td>
</tr>
<tr>
<td>or NU 664D Women’s Health Nurse Practitioner I ................................................ 8</td>
<td></td>
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<tr>
<td>or NU 664E Primary Care of the Adult-Geriatric Client I ..................................... 8</td>
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<tr>
<td>NU 661 Care of the Childbearing Woman (For WHNPs) ........................................ 3</td>
<td></td>
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<tr>
<td>or NU 646 Theory and Practice of Contemporary Psychotherapies .......................... 3</td>
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</table>

(For Psyche/Mental Health NPs) ........................................................................ 3

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<thead>
<tr>
<th>Year 2, Fall</th>
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<tbody>
<tr>
<td>or HP 626 Sociological, Political, and Economic Perspectives in Aging ............... 3</td>
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(for Adult-Geri NPs) .......................................................................................... 3

<table>
<thead>
<tr>
<th>Year 2, Spring</th>
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<tbody>
<tr>
<td>NU 665A Primary Care of the Child II ................................................................. 8</td>
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</tr>
<tr>
<td>or NU 665B Primary Care of the Family II ........................................................... 8</td>
<td></td>
</tr>
<tr>
<td>or NU 665C Psych/Mental Health, Nurse Practitioner II ........................................ 8</td>
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</tr>
<tr>
<td>or NU 665D Women’s Health Nurse Practitioner II ................................................ 8</td>
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</table>
POST-MASTER’S CERTIFICATE FOR RNS WITH A MASTER’S DEGREE IN NURSING AND CERTIFIED AS A NURSE PRACTITIONER

Karen Crowley, Program Director

The Program

The purpose of the Post-Master’s Certificate curriculum for certified NPs is to prepare the master’s-prepared nurse who is already a nurse practitioner for advanced practice in an additional area of concentration as a Pediatric Nurse Practitioner, Family Nurse Practitioner, Psychiatric/Mental Health, Adult/Geriatric, or Women’s Health Nurse Practitioner with a primary care focus. Many of these courses are transferable from a previous nurse practitioner program if taken as graduate courses. Each individual’s transcript and years of experience as a Nurse Practitioner will be reviewed to determine the final curriculum to be taken at Regis College.

It is important to meet with a faculty member, program director, or advisor to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer. This program may be undertaken on a full-time or part-time basis. Completion time varies based on previous courses taken. Courses previously taken will be waived.

Curriculum

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 629 Advanced Health Promotion and Disease Prevention Across</td>
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<tr>
<td>Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>NU 669 Family Systems Theory (except for Psyche/Mental Health NPs)</td>
<td>3</td>
</tr>
<tr>
<td>NU 650 Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NU 652 Advanced Pediatric Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NU 664 Primary Care Concentration I—A, B, C, D or E</td>
<td>8</td>
</tr>
<tr>
<td>NU 661 Care of the Childbearing Woman (For WHNPs)</td>
<td>3</td>
</tr>
<tr>
<td>NU 643 Advanced Psychopharmacology (For Psych/Mental Health NPs)</td>
<td>3</td>
</tr>
<tr>
<td>NU 646 Theory and Practice of Contemporary Psychotherapies</td>
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<tr>
<td>(For Psych/Mental Health NPs)</td>
<td>3</td>
</tr>
<tr>
<td>HP 626 Sociological, Political, and Economic Perspectives</td>
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<tr>
<td>in Aging (For Adult-Geri NPs)</td>
<td>3</td>
</tr>
<tr>
<td>NU 665 Primary Care Concentration II—A, B, C, D, or E</td>
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<td>Total: 31-34</td>
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</tbody>
</table>

POST-MASTER’S CERTIFICATE IN NURSING EDUCATION

Karen Crowley, Program Director

The purpose of this certificate program is to prepare future nurse educators for teaching in both the classroom and clinical setting. Participants will gain skills and knowledge regarding curriculum design, development, and evaluation. Assessment strategies utilized in nursing education will be addressed regarding individual student evaluation and course evaluation, as well as program evaluation mechanisms. All candidates will participate in a mentorship experience tailored to the candidate’s level of teaching experience and career interests.

Courses must be taken in sequence as outlined below.

NU 670 Seminar in Teaching and Learning for Nurse Educators (3 credits)
ED 620 Instructional Methods and Curriculum Design in Nursing Education (3 credits)
ED 622 Assessment and Evaluation in Nursing Education (3 credits)
NU 672 Mentorship Teaching Experience/Seminar (3 credits)
Total credits: 12
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MSN, Boston College

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MSN, Massachusetts General Institute of Health Professions

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MSN, Salem State University

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Adjunct Faculty
ASN, Lawrence Memorial/Regis College Nursing Program
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Lisa Walsh, MSN, RN
Assistant Professor
BSN, Fitchburg State College
MSN, Walden University

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Assistant Professor
ASN, Lawrence Memorial/Regis College
BA, Syracuse University
MSN, Salem State University

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Vy Callahan
Financial Aid Administrator

Kerri Ciambrelli
Student Services Secretary

Hattie N. Kerwin Derrick, BA
Admissions Coordinator

Marion Drago
Assistant Librarian

Sarah Minarsky, AS
Registrar

Kathryn Pantazelos
Office Manager

Kimberly A. Phillips
Administrative Secretary

Jill V. Richard, BA, MS, MSW, CAS
MultiMedia Specialist

Sandra C. Strong, BA, MS, MEd
Student and Alumni Affairs Coordinator
Directions

If traveling north on Route 95/128
- Take exit 24 to Route 30 west
- Continue approximately two miles and make a right turn onto Wellesley Street
- Regis College is on the left.

If traveling south on Route 95/128
- Take exit 26 to Route 20 west
- Turn left at School Street and follow it for 0.5 miles
- Take slight right at Wellesley Street and follow it for 0.8 miles
- Regis College is on the right.

If traveling east on the Massachusetts Turnpike (I-90)
- Take exit 14 to Route 30 west
- Continue approximately two miles and make a right turn onto Wellesley Street
- Regis College is on the left.

If traveling west on the Massachusetts Turnpike (I-90)
- Take exit 15 to Route 30 west
- Continue approximately two miles and make a right turn onto Wellesley Street
- Regis College is on the left.

From Route 9 in Wellesley
- Take the Weston Road exit
- Go north on Weston Road which becomes Wellesley Street at the town line. Cross Route 30 at the traffic light.
- Regis College is on the left, approximately 1/4 mile.
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