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Regis College 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. 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 college guided by the values of our founders, the Sisters of St. Joseph of Boston, Regis is a welcoming, growing and diverse learning community. Students of different ages, backgrounds, and heritages all love this campus. By cultivating understanding and celebrating our differences, we all learn global citizenship. Like the courageous founders of the College, contemporary faculty and staff strive to sustain a sense 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 college staff, and in the company of fellow students, you will achieve new milestones. Our College focuses on interdisciplinary awareness and correspondence, relating to the marketplace. We recently became an all iPad institution and received a Cummings Foundation/One World Grant to launch our new Center for Global Connections. Regis College 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!

Antoinette M. Hays, PhD, RN
President

UNDERGRADUATE STUDENTS
Prospective undergraduate students for all programs are welcome and encouraged to visit the Regis College campus as an important component in 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 College to meet with an advisor, attend an information session, or tour the campus. Eight 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.

LAWRENCE MEMORIAL/REGIS COLLEGE
Students interested in the Lawrence Memorial/Regis College (LM/RC) associate degree programs 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 St., 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 246-247.
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-six 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 College was incorporated under the laws of the Commonwealth of Massachusetts on February 12, 1927. Through its charter, the 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 1970s, Regis began offering graduate degrees. Eighty years of a strong tradition brought the College to a historical moment in August 2006, when the Regis College Board of Trustees affirmed a “case for growth” that developed coeducation at the undergraduate level, expanded the College’s graduate programs and emphasis, established a two-school model (School of Liberal Arts, Education and Social Sciences and School of Nursing. Science, and Health Professions), and promoted curricula to serve the needs of different populations of students in the twenty-first century.

In the first decade of this century, Regis College has itself walked a path of transformation. In January 2007, Regis began offering its first doctoral program (the DNP or Doctorate of Nursing Practice). In September 2007, Regis College officially and seamlessly made the coed transition and opened its doors to men as well as women undergraduates. 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. In 2009-2010, the College built aesthetically pleasing, state-of-the-art athletic fields on its north side, and 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. Under President Antoinette M. Hays, PhD, Rn, who took office in July 2011, the College community has refreshed its strategic plan; conducted a facilities audit; built a one-stop shop called the Center for Student Services; developed a master plan that is already being implemented; become an all iPad institution; developed and accredited a second doctoral program, the EdD in higher education leadership; and prepared to launch its new Center for Global Connections. The College asks graduate and undergraduate students alike to bring their purposes and find their paths at Regis so they can engage, serve, and advance in the world.
The College
A liberal arts and sciences college in the Catholic tradition, Regis College 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 College Library houses a well-balanced collection of books, periodicals, and
online services to meet the research needs of undergraduate, graduate, and doctoral
students. Regis College Library is a member of the Minuteman Library Network
(MLN), a large, robust consortium in the local metro west area. Regis College students
have access to the collections of seven local academic libraries and thirty-five public
libraries, comprising over six million items. The MLN web catalog and a large variety
of electronic databases are available from workstations throughout the library, in other
campus locations, and via the web from Regis College Library’s homepage.

The Reference Desk is staffed with librarians and student assistants to support Regis
College students with their research needs. Individual students or classes may request
information literacy instruction. Interlibrary Loan service is available for books and
journal articles not owned by the library.

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

Admission
Regis College admits qualified students to the undergraduate and graduate programs
without discrimination on the basis of race, color, religion, national or ethnic origin,
or disability.

Accreditation
Regis College is accredited by the New England Association of Schools and Colleges.
The Elementary, Moderate Special Needs, and Secondary Education Programs (English,
History, Mathematics, and Spanish) 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.

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:

- Bachelor of Arts
- Bachelor of Science in Health and Fitness
- Bachelor of Science in Nursing
- Bachelor of Social Work
- Bachelor of Science in Medical Imaging
- Master of Arts in Heritage Studies
- Master of Arts in Professional Writing
- 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 Organizational and Professional Communication
- Master of Science in Regulatory and Clinical Research Management
- 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 Communication for Health Care Professionals
- 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
THE REGIS COLLEGE
PATHWAYS OF ACHIEVEMENT

Implemented in February 2010, the twelve Pathways of Achievement, five undergraduate and seven graduate, are focused in the two Schools of the College, the School of Liberal Arts, Education, and Social Sciences and the School of Nursing, Sciences, and Health Professions.

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 College 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 Gerontology, Informatics, Nursing Leadership, Clinical Research, Product Regulation, Public Health, Integrative Health, Post-Master’s in Nursing Education, Post-Master’s in Nursing for Nurse Practitioners

2. Health Administration, Regulatory & Clinical Research Management
   - MS in Health Administration
   - MS in Regulatory & Clinical Research Management

3. Science
   - BS in Medical Imaging
   - MS in Biomedical Sciences
   - MS in Applied Behavior Analysis

4. 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)
   - Post-Master’s Certificate in Higher Education Leadership

5. Communication
   - Master of Science in Organizational and Professional Communication
   - Certificate in Communication for Health Care Professionals

6. Heritage Studies
   - Master of Arts in Heritage Studies

7. English
   - Master of Arts in Professional Writing

UNDERGRADUATE PATHWAYS recognize and strengthen the dynamism of the College’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.
The Nursing and Radiography Programs (Associate of Science degrees)

In 1998, the Lawrence Memorial Hospital School of Nursing, in existence since 1924, collaborated with Regis College to provide an associate degree nursing program. The professional associate of science degree with a major in nursing is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and accredited by the 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. Required courses that are not nursing or radiography courses are offered on the main campus of Regis College in Weston, Mass. On the Weston campus, students have access to all Regis College 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 350 students whose ages range from 18 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

Faculty is highly qualified both academically and professionally; almost 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. All entering students receive basic library instruction as part of the orientation program. The librarian also provides group and individual instruction to students throughout their enrollment including database searching and World Wide Web searching.

The library collection contains over 1,000 books and 119 health-related print or electronic journal subscriptions. Computers are available for searching CINAHL, the preeminent nursing database as well as for word processing, PowerPoint production and Internet access for academic research. Access to evidence-based resources such as...
as the Joanna Briggs Institute, Nursing Reference Center, Dynamed, Lippincott
Manual of Nursing Practice and the Cochrane Library of Systematic Reviews is also
available.

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

Students also have full access to the Weston campus library with nearly 135,000
books, 424 current journal titles and over 8,000 audio visual titles. A local area
network provides access to research materials from several CD-ROM databases.
Reference services include bibliographic instruction, instruction in CD-ROM
searching, on-line database searching, and interlibrary loan. As a member of the
WEBnet Consortium, which comprises the libraries at Babson College, Bentley
College, Pine Manor College and Regis College, the Regis College community
has direct computer and borrowing access to additional volumes and periodical
subscriptions through the use of an integrated on-line catalog available in
the library.

Admission
Lawrence Memorial/Regis College (LM/RC) admits academically qualified
persons without regard to race, color, national origin, religion, age, gender, sexual
orientation, disability or veteran 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.

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;

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.

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 fully operational X-ray laboratories with both
computed radiography and film screen technologies. The Nursing Simulation and
Resource Center houses multiple patient care units, realistic training mannequins
and a variety of state-of-the-art medical equipment.

Students are able to become proficient in nursing skills while in the safety of a
laboratory environment. Twenty-four hour a day access to the laboratory allows
unlimited student practice opportunities. A nursing Simulation and Resource
Director, lab coordinator and lab instructors are available at designated times to aid
students in the acquisition of nursing skills.

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 can be instantly
changed; 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.

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 Coordinator, Medford campus at 781-306-6652.
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, and volleyball courts, a lounge area and athletic offices; a dance studio; a fitness center with weight machines and cardiovascular equipment; a trainer’s room and team room; and offices for several staff members.

Outdoor Facilities
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 College students, faculty, alumni, staff, and their guests. Regulations and arrangements for their use are available at the Athletic Facility Front Desk.

Bookstore
The Regis College Bookstore is operated on behalf of Regis College 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 through efollett.com or at 781-768-8119.

Transportation
Shuttle service is provided to and from the Riverside MBTA station when classes are in session. You may pick up the shuttle at the circle of the Upper Student Union. Shuttle schedules are posted online, outside the Student Union and are available in the Campus Police Office.

Student Counseling Services
Regis College is in partnership with Comprehensive Psychiatric Associates, a multidisciplinary mental health group practice that offers a full range of outpatient mental health services. The Regis College Psychiatric Services is run by a mental health 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.

Dining Service
Regis College Dining Service is an integral part of student life on campus. Chartwells manages multiple food services locations at Regis College. An all-you-care-to-eat dining facility serves breakfast, lunch and dinner daily. Other convenience locations on campus provide access to quick and healthy food options for students who are on the go or taking evening classes.

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 Department, 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 primary care to all Regis students, faculty and staff. Reporting to the Vice President of Student Affairs, the mission is to provide the Regis College community with the finest professional health care in a courteous and safe atmosphere with the convenience of on-site and urgent services. 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 College students. This includes counseling, medication evaluation and referral. Health Services does not bill health insurance companies for mental health services. With regards to confidentiality, all information in a medical record is confidential. Parents, faculty, or administrators do not have access to medical records. Information is released only with the patient’s written permission, except as required by law or in a life-threatening situation. Health Services offers health education programs in coordination with other areas of the College. Health Services also serves as a clinical placement site for graduate students enrolled at the College.

For more information about Health Services, hours of operation or to schedule an appointment, please call the main office at 781-768-7290.
Department of Public Safety

Regis College Police Department

The Regis College Campus Police office, located in College Hall Room 102, is open 24 hours a day, seven days a week. Each Regis College Campus Police officer is commissioned in accordance with the provisions of Chapter 22C, Section 63 of the Massachusetts General Laws, and have full law enforcement authority in and upon all property owned, occupied or used by the College. Each officer is trained to handle on-campus incidents or problems. Students may go to the Regis College 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 Police Number
781-768-7111

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

Regis College Fire Safety Unit

Emergency Numbers
Fire 781-768-7777

The Regis College Department of Public Safety Fire Safety Unit administers an aggressive program of regular inspection, testing and maintenance of College premises to ensure compliance with applicable fire and life safety codes and standards, conducting regular egress drills and providing a variety of educational and training programs in fire safety and prevention techniques for students, faculty and staff.

Post Office

The Post Office, located on the lower level of the Student Union, is open for service Monday–Friday from 9:00am–4:30pm. All full-time commuter and resident students are provided with a post office box and combination. The Post Office sells stamps and mails domestic and international packages.

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. Our campus-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.

Regis College 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/index.cfm for links to academic applications and www.regiscollege.edu/administration/information_technology.cfm for additional information on ITS.

Students are required to read and comply with the Technology Ethics and Privacy Agreement at www.regiscollege.edu/administration/ethics_privacy_agreement.cfm
Catalog 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 the College at any time without notice. College 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.

College Policies
The following college policies are applicable to Regis College 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 Appeal Procedures
For a description of the procedures Regis College students must follow to appeal a decision made about an academic issue, action, behavior, or problem (grade, allegation of dishonesty, etc.), consult the Regis College Student Handbook.

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 Integrity
All students enrolled in classes at Regis College 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 the College.

Academic 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 or 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
- Presenting someone else’s ideas or words (including Internet sources) as your own in written work, PowerPoint presentations, or other assignments
- Falsifying records, transcripts, recommendations, or other documents indicative of student qualifications
- Submitting the same paper in more than one class without prior permission
- 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)
- 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, PowerPoint 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.

The initial responsibility for resolving situations of academic dishonesty lies with the faculty member and 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 Chairperson 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.

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/Registration/RegistrationReactivation.pdf. 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.

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 College, 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

A formal listing of the acceptable scores for CLEP examinations is available from the Registrar or the Associate Dean, Academic Support Services.

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 scheduled by the Registrar (the Saturday of the first week of classes).

Dismissal from the College
The College reserves the right to dismiss any student whose scholarship is not satisfactory or whose standard of behavior is not in accord with the ideals and standards that Regis College seeks to maintain. In cases involving unsatisfactory scholarship, graduate and undergraduate students have the right to pursue an Academic Appeals process. Procedures may be obtained from the Office of Academic Affairs. In cases involving disciplinary action, students have the right to appeal to a special faculty-student appeals committee constituted for that purpose by the Associate Dean, Academic Affairs, in consultation with the program coordinator or graduate program coordinator.

Final Examinations
The final examination period is specified in 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.

Should a student arrange for and receive an Incomplete, the student’s work must be completed and submitted to the instructor at the start of classes for the next regular term (spring or fall), but no later than the Monday following the date for deferred examinations (the Saturday of the next term’s first week of class). The instructor may request that work be submitted by an earlier date.

If the student fails to complete the required work or take the Deferred Final Examination by the specified time allowed, the Incomplete will be converted to an F grade by the Registrar.

STUDENTS’ RIGHT TO PRIVACY—FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (FERPA)
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 College 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; and 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).

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.

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 insure that the information is not released indiscriminately. A student may withhold all Directory Information by notifying the Registrar’s Office in writing. Requests for nondisclosure 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 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, and 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 Education 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 CH 221.

Summer School or Other Non-Regis Courses

Students may attend 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 College because of scheduling conflicts. To be considered for transfer, the course must be a three- or four-credit-hour course. The course must be pre-approved by the undergraduate student’s faculty advisor and program coordinator, and the student must complete and file a form in the Center for Student Services.

Graduate students must contact the graduate program director regarding approval for any non-Regis course and must also file the required form with the Registrar. Ordinarily, no more than two undergraduate courses per summer session can be taken for degree credit. Without special permission, undergraduate students may not take major courses elsewhere. No undergraduate course will be considered for transfer unless the student has achieved a course grade of C or better. No graduate course will be considered for transfer unless the student has achieved a course grade of B- or better.

Transcripts

A request for transcript should be addressed in writing to the Center for Student Services. Transcript requests 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 request in writing. 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

A student choosing to withdraw from a course must obtain a course withdrawal form from the Center for Student Services. Please refer to the Academic Calendar for deadline dates.

Withdrawal from the College

An undergraduate student choosing to withdraw from the College should indicate the desire to withdraw to the Associate Dean, Director of Student Success Center, 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.

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Regis College welcomes applicants for admission without regard to race, color, religious affiliation, national or ethnic origin, or learning or physical disability. 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 Financial Aid Award letter.

**Important Admission Deadlines**

- **November 15**
  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 admission 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 application for incoming students enrolling for fall classes must be postmarked by February 15 for the College’s 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 College.

**Transfer Applicants & Policy**

Regis College encourages transfer students to apply for admission and welcomes the diversity that transfer students bring to the College. Courses related to a liberal arts and sciences degree may be applied to the Regis College bachelor’s degree. Transfer credits are evaluated individually and awarded for courses that are similar in content and depth to those offered at Regis College. Every attempt is made to transfer the maximum number of credits earned prior to a student’s admission to the College. The number of courses that apply to a particular program determine the number of credits and courses that need to be taken at Regis College. All conventional undergraduate students must enroll in 16 Regis College courses or 54 Regis College credits, the majority of which should be taken during the final two years of Regis enrollment. Regis College 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 in the C range 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.
- The College 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 College 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 with the Regis College Supplement or the Regis College Online Application both of which may be found on our website at www.regiscollege.edu/apply)
- Application essay
- Non-refundable $50 application fee

* Students interested in the nursing program 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 (our TOEFL code is 3723).
First-Year Students
- Official secondary high school transcript
- First-quarter senior grades/midterm grades
- Two signed letters of recommendation on official letterhead: one from a secondary school counselor/college counselor and one from a teacher
- Beginning with the applicant pool for the fall of 2014, Regis College is a Test Optional institution.

Should you wish to have your test scores included in your application review, our SAT CEEB code is 3723; our ACT code is 1886. Note, if you are applying for the fall of 2013 you are still required to submit your test scores.

Transfer Students
- 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 College application)
- Mid-Term grade report for courses in which you are currently enrolled (using the form provided by the Common Application or the Regis College Application)
- Academic term explaining your reason(s) for transferring to Regis College
- Official test results from either TOEFL or IELTS if English is not your native language. (our TOEFL code is 3723)

International Students
Regis College 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 in need of having 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 by an agency approved by the American Council on Education.
- Regis College is a Test Optional institution. Should you wish to have your test scores included in your application review, our SAT CEEB code is 3723; our ACT code is 1886. International students with a native language other than English must submit their TOEFL or IELTS scores as part of their application for admission (our 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.

* Transfer international students, who have taken college-level courses at a university outside 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.

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 students’ 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 College.

Home-Schooled Applicants
Regis College welcomes applications from home-schooled students wishing to pursue a bachelor’s degree. The College 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 College 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. We 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 College 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 Nursing Handbook Addendum.

Yellow Ribbon Program
Regis College is pleased to be participating 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 information pertaining to undergraduate admission please contact us at 1-866-438-7344.

Test Optional Policy
Regis College 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 or students who are home-schooled. 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 (our TOEFL code is 3723). This new policy commences with the applicant pool for the fall of 2014. 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
As a new student at Regis College, you may be eligible for advance credit based upon:

- College courses completed during high school or during the summer
  - The curriculum at Regis College 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 College
  - Credits that you receive 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 should take the Advanced Placement Examinations. These examinations may be used for course placement purposes. Students 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 Regis College CEEB Code 3723.

- International Baccalaureate examinations
  - Regis College 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 results 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 may be awarded subject to approval by the Office of Undergraduate Affairs.

International Baccalaureate
Regis College 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. Official test scores results must be submitted for evaluation.
Regis College 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 the College review the application for financial aid. Financial aid from Regis College 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 College offers many types of financial aid. Students may be awarded scholarship funds or one of the federal and state programs in which the college participates. Federal programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Direct Loan, and Federal Work-Study (FWS). State programs for Massachusetts residents include the Massachusetts State Grant, and the Gilbert Grant. Residents of other states may qualify for the scholarship program specific to their state. A student may receive financial assistance from one or a number of these sources, as eligibility and funding allow. 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 College and federal regulations governing the financial aid programs. To remain eligible for Regis College 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 College 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 on the Regis College website: www.regiscollege.edu/costs_financialaid/undergraduate.

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 College 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 College 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 the College. 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 College Website at www.regiscollege.edu.

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. This includes filing the FAFSA online at www.fafsa.ed.gov., submitting tax returns, verification worksheets and all supporting documents to IDOC (https://idoc.collegeboard.com). Forms, instructions, and the schedule of deadlines are available in the Office of Financial Aid or at www.regiscollege.edu. During the summer, students will be notified via their Regis email to log on to their Regis Access and view or print the award letter.

Part-Time Students
Students who are taking less than a full-time course load (as defined by federal regulation and Regis College) 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: CSJ Founder’s Scholarship, Trustee’s Scholarship, Anniversary Scholarship, Presidential 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 eight 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 College 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 College 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 College want to help students and alumni 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 you how to take control of your finances.
* A personal dashboard that tracks all of your federal student loans in one place.
* Loan advice from SALT’s expert counselors.
* My Money 101—a self-paced, online resource that teaches you practical money management strategies for budgeting, credit cards, banking and more.
* Access to thousands of jobs and internships to jumpstart your career.
* Exclusive benefits that help you save and spend smart.

For more information and to activate your account, visit www.saltmoney.org.

FINANCIAL INFORMATION for undergraduate students

Tuition, Fees, and Other Charges*

All current tuition and fees can be found on the Regis College website at www.regiscollege.edu/costs_financialaid/undergraduate_tuition_fees.cfm.

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 College 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 your Regis Access account in early July with a due date of early August for the fall semester, and in November with a due date of mid-December for the spring semester. The exact due date is shown on the billing statements. Summer session tuition and fees are due upon registration.

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

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

* 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/current_students
- Click “Pay My Bill”

This is an internet portal through our 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 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 College and for any and all cost incurred by the College 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 $200 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 the College. 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 the College must complete a Withdrawal Form which may be obtained from the Registrar’s Office. 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 the College 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 College through Sallie Mae Tuition Payment Plan, Swansea, MA, 800-635-0120. The company may also be reached on its website at www.tuitionpay.salliema.com. 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 Pay budget plans terminated for non-payment may result in the assessment of late payment charges by the College.

Statement of Account

For the convenience of students, financial aid which has been tentatively awarded by the Office of Financial Aid is shown in an Estimated Aid section of the Statement of Account and is deducted from the balance due on the presumption that the amount listed will be received in due course by the College. If the student was awarded financial aid and it does not appear on the bill, this means the aid has not been completely processed and cannot be officially applied to the bill. In that instance, the bill may be 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 the College may differ from the estimated aid on the bill. For example, the financial aid award may change if the student decides to change from resident to commuter status or when a student changes from full-time to part-time enrollment. Should this occur, 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 the College. Federal Stafford Loans, for example, are subject to fees of 1 to 3 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 in 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 the College, 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 the College. If an outside organization requires a Statement of Account from the College 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 College 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 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 https://studentcenter.uhsr.com/regis. To enroll in this plan, you must also go on-line to https://studentcenter.uhsr.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. The HPHC customer service line is 800-977-4698.

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 in courses that are required for the major/program, in certain core requirement courses, 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.

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>W</td>
<td>Withdraw/Pass</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>WF</td>
<td>Withdraw/Fail</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>
Degree Requirements
To qualify for a Regis College baccalaureate degree, students must attain a cumulative GPA of at least 2.00 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 2.00 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 a 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. Determination and authority for dismissal from the major lie within each department.

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).

Courses Bearing Institutional Credit
Certain courses such as EN 100 and MA 096 carry institutional credit only. Institutional credits are not applicable toward graduation but are assigned value for purposes of semester load, tuition, GPA computation, and determination of financial aid eligibility. Students required to take courses receiving institutional credit do so in addition to the course credits required for graduation.

Academic Standing
Academic records are reviewed at the end of each semester (fall and spring) by the Class Advisors. Students who fail to meet the criteria to be in Good Academic Standing (outlined below) are then reviewed by the Academic Standing Committee and may be placed on Academic Warning, Academic Probation, or Mandatory Leave of Absence.

In order to be considered in Good Academic Standing, students must meet the following criteria:

1. Maintain a per semester and cumulative GPA of 2.00.
   - First-year students are required to achieve a minimum 1.75 GPA; however, by the end of the second semester, a minimum 2.00 per semester and cumulative GPA is required;
   - All transfer students, including first-year students, are required to maintain a minimum 2.00 per semester and cumulative GPA.
2. Satisfactorily complete a minimum of 12 credits attempted each semester.

Academic Warning
Students may be placed on Academic Warning if they are failing, or in danger of failing, to fulfill the criteria for Good Academic Standing. Depending upon the judgment of the Academic Standing Committee, students placed on Academic Warning may still be eligible to hold student office and/or participate in intercollegiate athletics. Students on Academic Warning must develop a plan of study with the Director of Academic Advising and with their faculty advisor in order to regain Good Academic Standing at the end of the warning period. Students who fail to improve their academic standing may be placed on Academic Probation or Mandatory Leave of Absence (outlined below).

Academic Probation/Mandatory Leave of Absence
Probation (Level 1)
Students who are on Probation may neither hold student office (e.g., in student government or other student clubs/organizations) nor participate in intercollegiate athletics (per NCAA specifications). Students on Probation must develop a plan of study with the Director of Academic Advising and with their faculty advisor in order to regain Good Academic Standing at the end of the probationary period. Intersession or Summer Session courses may be taken in order to make up deficiencies (e.g., catch up on credits, and/or repeat a course with an unsatisfactory grade), but prior approval by both the Director of Academic Advising and the faculty advisor is required. Students who satisfactorily earn the appropriate credits to be taken off Probation are responsible for filing their requests with the Director of Academic Advising prior to the end of the first week of classes in the semester immediately following the make-up session.

Students who come off Probation following the successful completion of necessary Summer Session or Intersession credits (and who have gained appropriate approval as outlined above) are subject to the following conditions in order to remain in Good Academic Standing:

The student will be reevaluated at midterm:
- Midterm grades must be reported for all courses taken, and the student must have a minimum midterm grade of C in each course being attempted.
- If the student fails to meet these criteria, then s/he will be placed back on Probation.

Up or Out Probation (Level 2)
Students who fail to fulfill the requirements of a previous semester’s plan of study (as developed with the Director of Academic Advising) or whose academic records are severely below acceptable standards, will be placed on Up or Out Probation. In addition to the conditions outlined under the Level 1 Probation (above), students on Up or Out Probation must earn no grade lower than a C in any three- or four-credit course taken and may only ascend to (Level 1) Probation following Intersession or Summer Session course completion. Students on the Up or Out level who do not maintain a minimum of 2.00 semester GPA, or who do not raise their cumulative GPA to a minimum of 2.00, will be placed on a Mandatory Leave of Absence (MLOA) for a minimum of one full academic semester.
The advising system at Regis College is designed to provide each student with individualized counseling, both in setting goals and in devising plans for using curriculum to achieve these goals. Each undergraduate student is assigned a faculty advisor upon entering the College. For students at the first-year level, their First Year Seminar instructor also serves as their faculty advisor until they declare their major. At this point the Director of Academic Advising assigns the student a faculty member representing the major in which the student has declared.*

As part of the Pathways of Achievement Plan, 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.

The Academic Center for Excellence (ACE) provides for the academic support needs of all Regis students in finding ways to enhance their strengths as well as addressing their areas of academic concern. ACE offers a variety of free services to assist both undergraduate and graduate students in achieving their academic goals.

- The Writing Center—Professional Writing Tutor and Peer Writing Assistants
- The QR Center—Tutoring in quantitative skills needed to succeed various courses in the natural and social sciences, as well as workshops to develop and enhance quantitative reasoning skills
- Smarthinking Online Tutoring Services is available 24 hours a day to all Regis students.
- Academic Coaches—Professional support for undergraduate students in academic success areas such as time management and study skills
- Mini-Versity Academic Skills Workshops
- Student Disability Services Office—Full-time SDS Office Director and Part-Time Learning Specialist
- International Student Advisor
- Peer Tutoring Program—Peer tutoring is available for undergraduate and graduate Regis College students. Tutor matches are arranged under the auspices of the Academic Center for Excellence. Drop-in tutoring and supplemental instruction are also available during posted hours in the Academic Center for Excellence and the QR Center.

* 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.
Peer Teaching Assistant Program—This program provides an opportunity for academically outstanding undergraduate students interested in teaching/assisting others. In collaboration with course instructors, these students offer such services as weekly supplemental instruction meetings in selected undergraduate courses.

Student Disability Services
Regis College is committed to ensuring equality of access for students with documented disabilities by providing appropriate accommodations that will assist the student in meeting the requirements of his/her academic program and participating in all aspects of the College community. Regis College does not offer a special learning program for students with documented learning disabilities. The Director of Student Disability Services is available to meet with students to review their documentation and discuss their needs. 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.

Center for Internships and Career Services
The Center for Internships and Career Services (CICS) is responsible for developing, coordinating and facilitating services, resources, advice and educational opportunities for students and alumni in the areas of internships and other facets of experiential learning and career development.

- Individual career counseling sessions with the Center’s Director.
- Career development services include career and self exploration, skill development, strategic planning, graduate school and employment research, and professional networking.
- Internship program providing students with opportunities to gain practical experience in a variety of fields while receiving academic credit. Job listings of full-time, part-time and summer employment in the private, public, and nonprofit sectors.
- Job search assistance focusing on resume and cover letter writing, networking, interviewing, and strategies for job searching.
- Graduate school advising and assistance with the application process.
- Off-campus teacher job fair attended by school personnel from across the country.

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 8 Multimedia labs offer 27” 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 using your Regis College campus ID. An annual printing quota is assigned to each student for the year. Should the limit be reached, students can add money to their account using PayPal via the https://printing.regiscollege.edu link.

The first floor College Hall labs are available 24 hours a day. The 24 x 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 support the Regis Technology Innovation Program (rTIP) mobile initiative and accommodate the growing number of Wi-Fi devices on campus, Regis has expanded the wireless network by installing campus-wide wireless service 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 login 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 College’s Technology Ethics and Privacy Agreement posted at www.regiscollege.edu/administration/ethics_privacy_agreement.cfm.

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

Mobile Initiative
Regis College is committed to providing its students with an education in which the core professor-student relationship is increasingly enriched by technological resources. From this commitment springs the Regis Technology Innovation Program (rTIP) which includes the mobile initiative. Through the mobile initiative designated students are provided with iPads to facilitate collaboration and enhance learning.

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

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 through Thursday from 8am to 8pm, Friday from 8am to 5pm and Saturday from 8am to 2:30pm.

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 College 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, cassettes, videos, DVDs, and files of tests, catalogs, and curriculum materials. Equipment includes an on-line catalog, five computers, laser printer, a Smartboard, scanner, binder, tape recorders, digital camera, laminator, VCR/DVD players, and camcorder. The Center also includes assistive technology and software for the instruction of students.
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 College mission. Please consult with Honors Program Advisor, Dr. Michelle Cromwell, for additional information.

Honors Program eligibility
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. 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 3.30 to remain in the program. Any student not enrolled in the Honors Program who has a cumulative GPA of at least 3.30, as well as the permission of the program advisor and the course instructor, may be allowed to enroll in an honors course 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, including 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.

Service: Each year in which a student is enrolled in the Honors Program, s/he is expected to contribute approximately 20–30 hours of community service to social programs on and off campus. Included in this commitment is a 3-hour service-learning experience which is the capstone component of the Honors Seminar. 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 College 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 College. Transfer students with fewer than 17 Regis College 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 College has a cross-registration agreement with Babson College, Bentley University, and Boston 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 College 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 College. To pursue this possibility, the student should contact the Director of Academic Advising. 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 College actively promotes—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 land 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, student 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 College 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 Associate Dean, Academic Support 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 Curriculum and Academic Programs Committee, which recommends acceptance, suggests modifications, or rejects it. The complete details are contained in the booklet Guidelines for Individually-Designed Majors at Regis College. Copies of this booklet are available from the Associate Dean, Academic Support Services.

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 Political Science in three academic years and then complete their JD in the subsequent three years at WNESOL.

Pre-Medical/Pre-Dental/Pre-Veterinary
Admissions requirements to medical, dental, and veterinary schools are determined by the schools and by the Association of American Medical Colleges. Students wishing to pursue these programs should consult with their faculty advisor.

The minimum requirements for admission include:
- one year of biology
- two years of chemistry through organic chemistry
- one year of physics
- earned GPA of at least 3.4

While mathematics is not required, it is strongly recommended that at least one year of mathematics be taken because it is a fundamental basis for most rigorous science courses.

Although most students elect biology or chemistry as a major, most professional schools urge students to choose a major subject consistent with their own aptitudes and interests.

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 Associate Dean of Undergraduate Academic Affairs.

Study Abroad
Regis College is affiliated with Regent’s University in London, the University of Cork in Ireland, Notre Dame Women’s College in Kyoto, Japan, and Assumption College Rome. Regis College is also an affiliate of API and Globalinks Abroad. Regis College also grants credit to students who are admitted to established programs conducted by other American colleges. The Study Abroad Advisor maintains files on a variety of U.S. college-sponsored programs abroad, as well as general reference materials to aid students in finding a program appropriate to their needs and interests. Students interested in foreign study should consult with the Study Abroad Advisor for information on programs and procedures.

Washington Semester
Regis College is affiliated with the Washington Semester program of American University, Washington, D.C. Participating students may choose from five programs: national government and politics, foreign policy, economic policy, justice, and journalism. Each program includes internships with appropriate organizations and agencies and seminars with a variety of government officials. This program is open to qualified juniors and seniors. Students in this program should consult with the advisor of the Washington Semester Program about requirements.

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.
Community Life
The development of the whole person and commitment to leadership and service are Regis College hallmarks. Throughout their Regis experience, 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.

Residential Living
The Residential Life Program is designed to reflect the College’s 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.

Residential Life Staff
Living on campus at Regis College provides an opportunity to experience a world that is both challenging and rewarding. The Residential Life staff 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 the College itself, the Residential Life staff is a great place to start finding the answers. The guidance for the College’s Residential Life Program comes from the Assistant Dean of Students/Chief Judicial Officer, whose office is located in Alumnæ Hall, Room 126. This office’s responsibilities include staff selection and training, counseling, program planning, and all general housing concerns. The Assistant Dean of Students/Chief Judicial Officer, the Director of Housing, and the Residential Life Staff strive to make students’ on-campus living experience as fulfilling and enjoyable as possible.

A professional Community Coordinator manages each residence area, Domitilla, Angela, College and Maria Halls. As a member of the Residential Life Staff, the Community Coordinator lives in the residence hall. Each Community Coordinator heads up a team of Resident Assistants and is responsible for their training, supervision, and evaluation. Saint Joseph Hall is supervised by a live-in Community Life Graduate Intern. The Community Coordinator and Graduate Intern are also 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, Resident Assistants (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 Community Coordinator 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 Community Life Department plans social events and hosts a series of Commuter Luncheons throughout the year. Lounges and mailboxes are all available to commuting students. Many commuters form car pools; others use the Regis shuttle, which provides regular transportation to Riverside station. Commuters are encouraged to take advantage of all that the College has to offer.

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

Centrally located in College Hall 101, the Campus Ministers welcome 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 Campus Ministry, students are able to explore deeper relationships with themselves, others and God, in an atmosphere of inclusion, respect and acceptance.

Social, Cultural, and Service Programs
Regis College is a vibrant and diverse community, made up of unique and inspiring individuals from across the country and around the globe. The College’s many 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 Regis College’s 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 College’s commitment to social justice, civic engagement, and community service. Guided by these values, Regis College students, faculty, and staff organize and participate in a wide variety of community service and service-learning projects, both locally and globally.

Student Programming & 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 & 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 College Student Organizations
Listed below are just some of the many ways for students to become involved in the Regis College community. If you are interested in starting a new club or organization, stop by the Office of Student Programming & Leadership in the Student Union, Room 2152 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
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 College 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 College community.
UNDERGRADUATE PROGRAMS

general information

Associate Degree Requirements
In partnership with Lawrence Memorial Hospital, Regis College 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 College offers a baccalaureate program of study leading to the Bachelor of Arts degree, Bachelor of Science degree, and Bachelor of Social Work degree. Most students complete the degree in four years.

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

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

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
- Business Management
- Communication, with concentrations in Cinema Studies, Interpersonal and Organizational Studies, Journalism and Media Studies, and Public Relations
- English, with concentrations in Education, and Writing
- Health and Fitness Studies, with tracks in Sports Management, Nutrition, and Exercise Science
- History, World Languages and Cultural Heritage with concentrations in American Studies, Hispanic Studies, and Mediterranean Studies
- Interdisciplinary Arts
- Justice Studies
- Liberal Studies
- Mathematics Education
- Medical Imaging, with tracks in Nuclear Medicine Technology & Degree Completion Program (for certified technologists)
- Nursing
- Political Science
- Psychology
- Public Health
- Radiography
- Social Work
- Spanish

In addition to these traditional major fields, Regis College 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 seminar for all first-year students, Regis College offers a wide variety of seminar classes. These meetings are designed to stimulate creative thinking, analysis, and synthesis through discussion. The College requires the student to take up to two upper-level seminars in the major.

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 2014, students must fulfill requirements in the following areas:

HERITAGE AND FOUNDATION

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

ETHICAL REASONING AND ANALYSIS: by completing 3 credit hours in ID 304 OR BI 401 (Science majors or minors only).

MATHEMATICS: by completing one of the following courses: MA 102, MA 104, MA 105, MA 210, MA 212 or MA 220.

Students who did not achieve a sufficiently high score on the mathematics section of Accuplacer will be expected to complete MA 100 Algebra and Elementary Functions (with a minimum final grade of C-) before attempting a higher level mathematics course. Some students may place into MA 096 and must complete
this course prior to taking MA 100. Note: MA 096 receives Institutional Credit only.

**PHILOSOPHY:** by completing 3 credit hours in one of the following courses: PH 101, PH 103, PH 104, PH 201.

**RELIGIOUS STUDIES:** by completing 3 credit hours in one of the following courses: 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.

**WRITING:** by completing EN 105 Writing Seminar and EN 106 Critical Reading, Thinking, and Writing (3 credits per semester).

**CONTEMPORARY WORLD AND SELF**

**EXPRESSIVE ARTS:** by completing 3 credit hours in one of the following courses: 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, GD 241; GD 347, 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, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.

**HISTORY:** by completing 3 credit hours in one of the following courses: HI 103, HI 107, HI 111, HI 290, HI 307.

**LITERATURE:** by completing 3 credit hours in one of the following courses (literature credit hours may be in English or a foreign language): EN 204, EN 205, EN 206, EN 211, EN 219, EN 222, EN 305, EN 305A, EN 322, SP 307, SP 308, SP 311, SP 312, SP 318, SP 325.

**NATURAL SCIENCES:** by completing one course from each of the following two lists: One of the following: BI 103, BI 104, BI 108, BI 203, CH 103, CS 103, ID 224A, ID 224B, PS 203.

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.

**SOCIAL SCIENCES:** by completing one course from each of the following two lists:

One of the following: CO 206, CO 209, EC 203, HI 104, HI 108, HI 110, HFS 150, ID 214, MT 203, NU 203, PO 210, PO 211, PO 230.

One of the following: CO 203, CO 204, HI 211, HI 311, HP 200, LG 201, MT 204, PO 231, SW 202, SO 201, WS 201.

**APPLICATION AND INTEGRATION**

Core Capstone Experience (1 credit hour)

Creation of an electronic portfolio during the Senior Year. The Core Capstone Experience is cross-listed with the capstone course required in the student's 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:

- American Politics
- Art
- Art History
- Biology
- Business Management
- Chemistry
- Cinema Studies
- Communication
- Comparative Politics
- Dance
- Economics
- Educational Theatre
- English
- Fine Arts Studio
- Graphic Design
- International Relations
- Law and Government
- Mathematics
- Music
- Psychology
- Public Health
- Public Relations
- Religious Studies
- Social Work
- Spanish
- Theatre
- Women’s Studies
- Writing
Continuing Education

General Information
For over three decades, Regis College 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. Continuing Education students may begin their studies by taking up to five courses before they must apply for formal admission and become a degree-seeking student, or they may request permission to continue as a non-degree learner. Continuing Education students are enrolled in the same courses taken by our traditional, full-time undergraduates. However, they may take no more than three courses per semester. The majority of courses are offered during the day, though there are some evening selections. Continuing Education students are held to the same academic standing requirements as traditional undergraduates. In addition, Continuing Education 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 participate in varsity sports.

Admission for Adult Learners
Regis offers rolling admission for the Continuing Education Program. 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 are eligible to apply for admission to a baccalaureate program. Regis offers specialized advising and assists each student 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 Continuing Education Program should submit the following materials:

- Completed Application for Admission
- Application fee of $50
- One letter of recommendation
- Official transcripts from each college or university attended (if applicable)
- High school transcript or GED certificate

Acceptance to the Continuing Education Program 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 781-768-7330.

Financial Aid
Matriculated Continuing Education 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.
- Minimum of three credits (one course) are eligible to apply for Regis institutional aid in the form of the Hannah C. Bradley Scholarship.

Academic Programs for Adult Learners
Continuing Education students are welcomed in all Regis undergraduate programs with the exception of the Nursing program. In order to receive their degree, students must meet the College’s general education requirements, as well as their major requirements, and any other graduation requirements as specified in this catalog.

Summer Programs
Regis College 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 College 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 Continuing Education Program contact the Department of Graduate and Professional Programs 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 College community. LLARC involves no tests, term papers, credits, nor any previous college experience. LLARC was established in 2005 and now serves a membership of 400 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 in 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.

Information about upcoming programs can be found on the LLARC section of the College Website at www.regiscollege.edu/LLARC. For more information about LLARC, contact LLARC@regiscollege.edu or call 781-768-7135.
Transfer Courses
Regis College welcomes transfer students. Transfer students add to the diversity of the College community and are encouraged to apply for admission. Courses related to a liberal arts and sciences degree may be applied to the Regis College bachelor’s degree.

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 that they may be properly advised.

UnDeRGRaDUate PRoGRaMS & course descriptions

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 rigid. 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 101 after having successfully completed Math 102. Similarly, a student may not take Spanish 101 or 102 after Spanish 201.

Junior concentration seminars are numbered in the 300s, and senior concentration seminars in the 400s. Classes are conducted on the basis of three 50-minute meetings per week, two 75-minute meetings per week, or one 2.5-hour meeting per week. Seminars meet once a week for a two-hour period. Courses are not given for fewer than ten students except for those required in the field of concentration.

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

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

The Regis College First-Year Seminar course is a signature component of a Regis College education and a cornerstone for advanced study. The Seminar is a multisection course with a common syllabus and common co-curricular activities that involve all first-year students and 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 College. 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 College. In addition, students gain skills in accessing campus resources and in meeting the requirements of their degree.
MAJOR IN INTERDISCIPLINARY ARTS

It is the mission of the Interdisciplinary Arts Program to prepare students for participation in a multicultural society and provide them a global perspective that will allow them to succeed in the increasingly global arenas of industry, government, and the arts-related professions. Regis College is committed to increasing opportunities for all students to participate in and understand the arts, to provide places where students are encouraged to explore, to create, and to expand their undergraduate potential. Through creative inquiry, students will learn the fundamental concepts and skills to build a network of interconnected engagements between themselves and the global community. Focusing not only on the Western tradition but across a range of global cultures present and historic, the Program provides students with the essential skills and knowledge of Music, Theatre, Dance, and the Visual Arts. Through experiential programming, students explore and gain an understanding of the interconnectivity of the arts not only among the arts disciplines, but also with professions outside of the arts.

Students completing the Interdisciplinary Arts Major will have a solid understanding of the historic precedents, interrelationships, interconnections, and interactions between all disciplines. The degree in Interdisciplinary Arts provides students a solid platform from which to pursue graduate level studies in any of the arts disciplines or other areas of interest.

Student Learning Outcomes for Interdisciplinary Arts

Students will:
- Analyze both historic and contemporary trends as a means through which to investigate the various arts disciplines and their interconnectivity.
- Cultivate creative exploration through utilizing experiential project based problem solving.
- Understand and apply the multicultural and universal language of the arts and its communicative function in the community from the self to the global arena.
- Demonstrate skills and knowledge acquired during their studies in the Interdisciplinary Arts Program.

Required for the Major

A total of twelve courses are required: six major core requirements and six concentration courses

**Major Core Requirements**

- AH 200, AH 333, FA 201B, MU 103, TH 203, and Interdisciplinary Arts Capstone

**Major Concentration Requirements**

- Interdisciplinary arts students are required to complete six prescribed/selected courses within their selected concentration. The available concentrations are: Music, Art, Dance, and Arts Administration.

Please consult the Department web page for sample four-year degree completion plans and suggested courses at: www.regiscollege.edu/undergraduate_programs/academic_programs.cfm

Fields of study available are minors in Art History, Fine Arts, Graphic Design, Music, Theatre, Educational Theatre, and Dance.

MINORS

**ART**

**Required for the Minor**

- AH 201, AR 221

**Elective Courses**

Select at least four 300 level courses: AH 303, AH 304, AH 306, AH 307, AH 313, AH 222, AR 310, AR 315, AR 321, AR 333, AR 335, AR 336, AR 337, CO 323 or CO 324

Student Learning Outcomes for Minor in Art

Students will:
- Demonstrate an understanding of the role of Art within cultures present and past, local and global.
- Develop appropriate vocabulary to communicate the complexity of visual analysis in speaking and writing.
- Demonstrate their ability to find, assess and use research sources. Use of database technology to manage and mine resources is expected.
- Make oral presentations using multimedia hardware and software with a current focus on iPad technology and to publish these projects as Books. (The technology used is to be updated regularly)
- Demonstrate the application of multiple forms of Critical Theory in the consideration of works of art.
- Demonstrate the ability to formulate their own questions for inquiry comparing different concepts, assumptions, positions or original interpretations of a problem and to support their work with visual evidence.

**GRAPHIC DESIGN**

**Required for the Minor**

- AR 221, AR 222, AR 321

**Elective Courses**

Select three from: AR 310, AR 315, AR 333, AR 335, AR 336, AR 337, AR 409, AR 410, CO 323 or CO 324.
COURSE DESCRIPTIONS

**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 with permission.

**AH 304 Modern Styles**
A survey of painting and sculpture beginning in Europe from Post-Impressionism and Expressionism through the evolution of Cubism and Surrealism, Abstract and Non-Representational and the influence of these major movements on twentieth century style in Europe, the United States, and Latin America.

**AH 306 Renaissance and Baroque Art**
Stylistic comparisons of major painters, sculptors, and architects who dominated European art from the early days of the Renaissance through the final days of the Catholic Reformation are the focus of this course.

**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 308 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 presentation. Contemporary artists continue to pursue the study of anatomy as a central skill in visual communication and artistic expression. Prerequisite: AR 221.

**AR 315 Advanced Drawing for Illustration**
Through a wide range of projects, the student-illustrator will encounter the concerns of the professional illustrator in the creation of images to inform, instruct, immerse and/narrate. Emphasis is placed on developing a working understanding of the role of the illustrator/artist in the creation of graphic communication and on developing a working understanding of the interdependent nature of the relationship between the image drawn and the techniques used to reproduce it graphically. Prerequisite: AR 221 or permission.

**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 332 Computer Animation I**
Prerequisite: AR 221 or with permission.

**AR 335 Relief Printmaking**
Creative image preparation for design applications is developed through exercises and projects. Competency in the application of systems (image and text) into visual equivalents that are coherent, well-organized, effective forms of communication. Emphasis is placed on developing proficiency in 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, 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 introduction 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 as a foundation in intermediate-level courses. Prerequisite: GD 241 or with 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 with permission. (Please note all Graphic Design courses work with iBook Author in the creation of eBook formatted materials)

GD 342 Design with Time-Based Media
Recent advances in 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/real-time features. Basic proficiency with a “scripting” language will be developed to enable student designers to create fully functional interactive projects. Prerequisite: GD 341 or 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 will 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 with 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 with 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, discussion, and hands-on sessions. Students should be familiar with the basics of the Macintosh and bitmap editors such as Adobe Photoshop before enrolling in this course.

GD 409, GD 410 Individualized Study in Graphic Design
Permission of Department Chair required.

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, analysis, and basic keyboard techniques. Each participant attends a computer/keyboard station to learn interactive techniques through state-of-the-art MIDI (Musical Instrument Digital Interface) applications. Not intended for students with significant musical experience. Especially planned to meet the needs of the beginner. Enrollment limit: ten.

MU 104 Fundamentals of Music
This course is designed as a sequel to Introduction to Musicianship for students who have some musical experience. It covers music notation, chords, and musical structure. Concepts are reinforced through advanced keyboard/computer MIDI applications. Prerequisite: MU 103 or MU 209 or with permission. Enrollment limit: ten.

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 209 Class Piano I
Piano I is designed to teach beginners to play the piano. Students gain basic skills and confidence in all areas of piano 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 play familiar tunes with two hands by 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 with permission.

MU 300 Instrumental Music Ensemble
Instrumental Music Ensemble is open to players including the annual Christmas Concert. Rehearsal is held once a week, 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 of various nationalities, eras, styles, and genres, including composers, conductors, patrons, and clubwomen will be examined. Class time will be spent discussing assigned readings, listening to recordings of work by women, 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 310 The Piano and Its Music
A study of selected music written for the piano from the time of Haydn and Mozart to the present. Includes an investigation of music in a wide range of styles in both the classical and popular traditions as well as an exploration of the role of the piano in society.

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 leaders the opportunity to work with the choral directors, section leaders, and concert tour organizers. Singers learn basic note reading and correct singing techniques. Repertoire includes a broad style of musical settings ranging from 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 college choirs), and the production of a professional CD of repertoire performed during the year. Brief audition required.

MU 318 Global Music
A study of music from a multi-cultural 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
An advanced singing group structured for the skilled singer who also participates in Glee Club. Skills required (and refined in Chamber Singers) Include: Correct tone production, intonation, chorale 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
Exploration of some of the main trends and currents in twentieth-century music and of the ways they relate to a period characterized by rapidly developing technologies in the music, the creators of the music, the performance practices, and the concert scene in the cultivated, the vernacular, and the “crossover” styles.

MU 336 Musical Forms: Shaping Forces in Music
An introduction to musical form and analysis. The course will focus on the musical factors that give form and shape to music. Students will investigate structural features of large compositions, ranging from simple songs to
opera and the symphony. The student learns how to listen intelligently to music.

MU 409, MU 410 Individualized Study in Applied Music

THEATRE

TH 201 Oral Interpretation
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
Introduction to all phases of theatre: history, dramatic literature, and theory, production and management. A ‘non-lecture’ course in which students will be actively involved in learning, attend theatre performances in the Greater Boston area, and watch play productions in class.

DA 204 Movement/Physical Theatre
Each class begins with a dance 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. Designed to examine both the process and product of physical craft.

TH 205 Technical Theatre
Study of all aspects of technical production through practical experience in the theatre. Areas of study include lighting, sound, properties, set construction, costumes, design, and stage management.

TH 206 Women in Theatre
Exploration into the variety of themes and impact of contemporary plays and dramatic criticism written by women. Analysis of images of women depicted in plays from ancient Greece to the present. Accomplishments of women directors and designers are considered in this course. Research and performance projects required.

TH 207 Acting
This course will introduce students to the fundamentals of acting, basic stage behavior, and exercises in expressiveness and response. Students will work on contemporary scenes.

TH 208 Musical Theatre
This course will examine Musical Theatre in its social, historical, and creative context 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
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 301 Design for the Theatre Responsibilities of the theatrical designer from initial reading of the script to production realization. Creative projects in set, lighting, and costume design.

TH 303 Theatre for Young Audiences
Techniques and materials for exploring a range of themes (played and devised) for young people. Theories of physical, cognitive, emotional, and social development underlying plays for children and youth (K–12). Exploration of technical elements of production such as props, music, make-up, masks, or puppets.

TH 306 Directing
Fundamentals of direction, study of traditional and current techniques, script analysis, director–actor communication; opportunity to work with actors in the direction of a scene or one-act play.

TH 307A Advanced Acting
Continuation of the techniques introduced in the beginning acting course (TH 207). Focus on the scene study of contemporary and period plays. Emphasizes developing the necessary craft elements to fulfill textual demands.

TH 308 Playwriting
Principles and methods of Playwriting. Analysis of scene and play structure. Completion of several writing assignments is required, including a one-act play. Plays of special merit considered for program production.

TH 311 (HI 311) 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.

DA 319 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 (EN) 304 Study Abroad: Topics in Literature and Theatre
Students travel to a selected location such as London, Dublin, or Greece for intensive study of the literature and drama of that culture. 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.

TH 325 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 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 dance, and an introduction to diverse 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.

TH 409, TH 410 Individualized Study

BIOCOMMUNICATION

BI 404 or BI 404 and a second seminar selected from the Biology or Chemistry seminars 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

Michael Bilozur and Mary Lombard, Department Co-Chairs Elizabeth Kilpatrick Verna-An Power-Charnitsky Anne Powers Danding Xiao

Programs of study include a major in Biology with optional concentrations in Environmental Biology or Neuroscience. A minor in Biology is also available.

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.

MAJOR

BI 103, BI 104, BI 209, BI 210, BI 302, BI 307, BI 302, BI 401; BI 103, BI 104, BI 305, CH 306, CH 307, CH 313, CH 315, CH 316; MA 101; PY 213; two

seminars: BI 404 or CH 404 and a second seminar selected from the Biology or Chemistry seminars 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.

BIOCHEMISTRY

MAJOR

Required for the Major

The following core courses are required for the major. For a complete description of each course, see the course offerings in Biology, Chemistry, Mathematics, and Physics. BI 209, 210, 307; CH 103, CH 104, CH 305, CH 306, CH 307, CH 313, CH 315, CH 316; MA 101; PY 213; two

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.
A study of the structural and functional relationships of infection. The laboratory experience familiarizes this includes the biological characteristics of and those that are of public health significance. Emphasis is on those that are pathogenic to humans and their relationship to humans are explored, with general characteristics of microbes and human physiological processes. Prerequisite: A biology, systematic, and comparative physiology.

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 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 106 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 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 105.

BI 210 Cell Biology/Lab 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. Prerequisites: BI 108 or BI 209.

BI 211 Pathophysiology and Nutritional Therapy This course examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth processes; and proinflammatory and anti-inflammatory cytokines. Also considered is the role of nutritional aspects of disease conditions. Emphasizes medical nutrition therapy in acute and chronic disease. Prerequisites: BI 105 and BI 106, NU 105, 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 pathophysiologic 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.

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 & 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 estimation and growth, mark, and recapture exercises, predator-prey, etc. Prerequisites: BI 104 and BI 210.

BI 306 Neurobiology 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 a solid foundation of generic 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 An analysis of development with emphasis on molecular and cellular interactions during developmental processes. Prerequisite: BI 210.

BI 310 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 system interactions. Topics include cardiovascular, pulmonary, renal, reproductive, and muscle physiology. Prerequisite: BI 210.

BI 315 Virology This course will provide the student with detailed knowledge 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 viruses 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 316 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 322 Laboratory Techniques in Molecular Cellular Biology In this course, the student will master experimental design and techniques used in the fields of physiology, immunology, and developmental biology, and relate these to questions in these fields. The goal of the course is to give the student an in-depth experience in experimental design and techniques. Co/prerequisite: BI 307.

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; environmental economics, law, and public policy. Prerequisites: BI 104 and BI 210. BI 210 may be taken concurrently.

BI 326 Environmental Microbiology 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 the rest 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 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.
Undergraduate programs/academic_programs.cfm

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.

**Required for the Major**

MT 203, MT 204, MT 209, MT 210, MT 230, MT 340, MT 350, MT 401, MT 402, MT 404; EC 201 and EC 202 and two electives chosen from MT 206, MT 220, MT 270, MT 321, MT 322; EC 305.

In addition to the major field, management majors will be required to complete one of the following options:

1. A sequence of four to six courses in another discipline
2. A co-major in another discipline
3. A minor in another discipline

**MINORS**

**ECONOMICS**

**Required for the Minor**

EC 201 and EC 202 and four electives

**BUSINESS MANAGEMENT**

**Required for the Minor**

MT 203, MT 204, MT 209

**Elective Courses**

Select three from MT 206, MT 210, MT 220, MT 230, MT 270, MT 321, MT 322, MT 340, MT 380, MT 410C.

**CONCENTRATIONS**

Students who wish to expand their understanding in a particular area of interest may elect to do additional study in that subject matter. The concentrations are:

- **Accounting**: comprised of a six-course sequence of MT 209, MT 210, MT 235, MT 250, MT 361 and MT 365. Note: MT 209 and MT 210 are requirements for the major and double-count towards this Concentration.
  
**Global Economy and Management**: comprised of a six-course sequence of EC 203, EC 328, PO 333, MT 220, MT 347, and MT 373.

**Management Information Systems**: comprised of a six-course sequence of ID 327, MT 235, MT 251, MT 352, MT 370, and MT 372.

**ECONOMICS COURSE DESCRIPTIONS**

**EC 201 Principles of Microeconomics**

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**

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**

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**

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**

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**

A study of the American financial system as it relates to money and banking. Banking as a business, the Federal Reserve System, monetary policy and its relation to the problems of unemployment and inflation; international finance; foreign exchange markets. Prerequisites: EC 201 or EC 202.

**EC 317 Economics of American Industry**

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: EC 201 and EC 202.

**EC 323 Managerial Economics**

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: EC 201 and EC 202.

**EC 326 Economics of Health Care**

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; 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.

**EC 328 Environmental Economics**

This course uses economic analysis to explore the interrelatedness 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. Prerequisites: EC 201 and EC 202.

**EC 409, EC 410 Individual Study**

**BUSINESS MANAGEMENT COURSE DESCRIPTIONS**

**MT 203 Introduction to Leadership/Management**

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. This course has a service learning component in the form of a team change project at a nonprofit organization. Student-teacher dialogue and analysis are essential parts of the learning process. Students learn about complementary leadership behavior and test their
<table>
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<td>MT 230</td>
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own leadership skills in a major team project focusing on change within the college community.

MT 204 Organizational Behavior
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 on group development, interpersonal skills, decision-making, and conflict resolution.

MT 206 Administration and Supervision of Early Childhood
This course introduces students to the critical elements in establishing and operating day care/early childhood centers. The course focuses on regulations, staff relationships, business practices, parent contacts, and community relationships.

MT 209 Financial Accounting
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.

MT 210 Managerial Accounting
Focuses on the internal use of accounting data for planning, decision-making, and control activities in a business. 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
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 230 Quantitative Methods of Management
Students will gain an understanding of how statistical methods relate to decision-making in accounting, finance, marketing, and economic forecasting. Each method will be illustrated with an application using actual data from business sources and topically arranged with examples from business and government.

MT 235 Software Applications for Business
This course will center around 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
This course introduces students to the 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
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, applications, and organizational issues. This is accomplished by examining the organizational and technical foundations of information systems and exploring various 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 270 The Creation of New Business: The Role of Entrepreneurs and Small Business Founders
The creation of small business is the fastest growing part of the U.S. economy. New ideas for products and service in transportation, entertainment, financial and education services come from women and men who tend to value autonomy, are comfortable with risk, and possess a drive for achievement. Entrepreneurs need skills in planning, operations, leadership, and market strategy. Students will learn planning, forecasting, and marketing strategies they can apply to new business ventures. Recommended to have MT 203 and 209, but not required.

MT 321 Human Resource Management
Study of leadership and organizational health concepts with an emphasis on planning and assessment of human resource requirements including recruitment, training, and development activities. The matching of individual career needs with organizational goals is a central part of human resource management.

MT 322 Marketing Principles
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 340 Financial Management
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 MT 204 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 347 International Marketing
An overview of international marketing with a focus on the theory and market research. The course examines 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 give knowledge of marketing a product or service internationally and the planning necessary to be successful. Prerequisite: MT 322.

MT 350 Organization Environ. & Ethics
An examination of the climate and culture of organizations contributing to the operational framework of individual and group decision-making. The student examines ethical frameworks for individual and organizational decision-making based on self-assessment of values and beliefs. Issues of classical and contemporary importance, such as anti-trust, unionism, and the modern corporate ethos are discussed, limited to juniors and seniors only.

MT 352 E-Commerce
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 electronic 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 intraorganizational transactions. Specifically, in 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 251.

MT 361 Non-Profit Accounting
This course provides an intense study of the accounting and financial reporting procedures for non-profit and governmental organizations. Accounting standards, conceptual issues, and special topics will be examined and discussed. Although a variety of organizations are considered nonprofit, the emphasis in this class will be placed on healthcare and educational organizations as well as Federal, state and local governments and other organizations under the auspices of Section 501(c)(3) of the Internal Revenue Code. Prerequisites: MT 209 and MT 210.

MT 365 Cost Accounting
Cost Accounting will explore both traditional and emerging cost systems in order to understand the influence of cost information on business and strategic decision-making. The course will provide a thorough understanding of cost concepts, cost behavior, and cost accounting techniques as applied to both manufacturing and service businesses. Prerequisites: MT 209, MT 210.

MT 370 Networking and Systems Management
This course provides a technical and operational overview of digital computer networks, the foundation for all modern information systems and services. This course will cover all the major modern hardware and technologies used on home and enterprise computer networks, as well as the internet. Students will learn how information is encoded into digital packets and how it is transported across local and wide area networks. The course will emphasize the critical importance of open network standards and protocols. In addition to exploring the capabilities and limitations of today’s most popular networks, including Ethernet, Wi-Fi, and Cellular, topics also include: security, an emphasis on relational databases within the context of management information systems. Students will learn the database development process, including analysis, design and implementation in the business
course descriptions = business management/chemistry and physics

CHEMISTRY AND PHYSICS

- Kathleen Galang and Leslie Bishop, Department Co-Chairs - David Croll - Erin McQuaid

MAJOR

BIOCHEMISTRY

Required for the Major

See BIOCHEMISTRY

MINOR

CHEMISTRY

Required for the Minor

CH 103-104 with labs, CH 305-306 with labs, CH 313 with lab, CH 321 with lab. In addition to the above courses, a seventh course may be chosen from the following upper-level courses: CH 303, CH 307, CH 312, CH 315 or CH 319. (Any student with two years of high school chemistry may opt to test out of CH 103-104.)

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 (ASBMB) and the American Chemical Society (ACS) Educational Guidelines.
- Demonstrate knowledge and understanding of the principles and theories of experimental techniques & instrumental methods.
- Demonstrate the ability to think logically and analytically, using mathematical & computer skills, analogy, and structural modeling.
- Develop, as individuals and in teams, the ability to test hypothesis 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 practices of biochemistry.
- Develop an awareness of the interactions among science and other human endeavors and the moral and ethical responsibility of science to society.

course descriptions = chemistry

COURSE DESCRIPTIONS

CH 101 Introductory Chemistry I/Lab

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

CH 102 Introductory Chemistry II/Lab

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, organic and molecular theory, bonding, structure, equilibrium, and chemical reactions, with a laboratory. Prerequisite: MA 100 or able to enroll in MA 101, MA 105, MA 210, or MA 211. For CH 104, Prerequisite: CH 103.

CH 105 Introductory Chemistry: Nursing/Lab

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, biologically important molecules and their roles in the human body. Prerequisite: MA 100 or to enroll in MA 101, 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 101. For PY 214, Prerequisites: PY 2113 and MA 101.

CH 302 Seminar: Current Topics in Science

Study of advanced theories in chemistry and their relation to fundamental concepts.

CH 303 Environmental Science and Toxicology

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 101, CH 104.

CH 308 Physical Chemistry—Quantum Mechanics

Fundamental principles of quantum mechanics and applications to structure and spectroscopy are introduced. Prerequisites: MA 101, CH 104.

CH 309 Advanced Organic Chemistry

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, 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.

CH 404 Seminar: Biochemical Topics
Topics for the 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
An algebra-based introduction to the topics and fundamental concepts of physics that are applicable in the various allied health professions. This course 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. Prerequisites: MA 100.

PY 409, 410 Individualized Study
ID 224A Natural Sciences: The Physical Sciences Perspectives
For ID 224A course description see INTERDISCIPLINARY COURSES

COMMUNICATION

Communication

Preparation and present effective oral, written and visual messages.
Demonstrate the ability to synthesize existing research on a communication or communication-related topic.
Demonstrate the ability to synthesize existing research on a communication or communication-related topic (see above) and then to design and conduct original research on that topic.
Gain experience in a communication or communication-related professional environment through a supervised internship experience.

Major

Communication

Required for the General Communication Major

Three courses in Theory: CO 203 and two of the following: CO 209, CO 305, CO 306, CO 322, CO 332, 334.
Two courses in Advanced Writing: Students must select two of the following: CO 212, CO 219, CO 220; EN 223. One course in Visual Communication: CO 215* or CO 221.* One course in Oral Communication: CO 204, CO 304; TH 201. Two seminars: CO 301 and CO 402.

In addition, students must complete an internship 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, AR 242 are exempt from this requirement.

Please consult the Department web page for sample four-year degree completion plans and suggested courses at: www.regiscollege.edu/undergraduate_programs/interdisciplinary.cfm

Communication with a Concentration

All students majoring in Communication with a Concentration MUST complete the following six courses plus additional courses in their concentration:
CO 203 Introduction to Communication
CO 204 Public Speaking
CO 212 Writing for the Communication Professional
CO 221 Visual Communication
CO 301 Junior Seminar
CO 402 Senior Seminar

These courses are required for the concentration. The remainder of the coursework for the concentration will be determined by the advisor and the student.

MINORS

Cinema Studies

Required for the Minor
CO 207, CO 208, CO 302

Elective Courses:
Three electives to be selected from the following courses:
CO 215, CO 240, AR 337, AR 342, SP 314 or another course approved by the film advisor.

Communication

Required for the Minor
CO 203; one additional Theory course: CO 209, CO 305, CO 306, CO 322, CO 332, CO 334; two courses in Advanced Writing: CO 212, CO 219, CO 220, EN 223; one course in Oral Communication: CO 204. An additional communication elective.

Public Relations

Required for the Minor

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 165 or with 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 prominent directors, genres, and major themes. The loss of the female voice and distortion of prominent directors, genres, and major themes.
course descriptions communication

CO 209 Communication Media
This course presents an historical overview of the development of communication media since the Communication Revolution of the nineteenth century. The nature, scope and function of print, film, sound, and electronic media are examined. Also included in the course is a 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 writing projects. Necessary software 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
An overview of the workings of the electronic broadcast media focusing on radio, television, and the Internet is provided in this course. Specific areas discussed include organizational structure, programming formats, government regulations, and career opportunities. Special attention is given to current trends and controversies as new technology continues to emerge.

CO 215 Video Production I
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 is a course that provides both practical and theoretical experiences for students.

CO 219 Journalism
This course focuses on the fundamentals of news writing and reporting for online, print and broadcast media. Students will review the basic criteria of news value and learn the skills essential to the journalist’s role as writer, reader, reporter, and ethicist. Prerequisite: EN 105 or with instructor permission.

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 get to explore their creativity while writing and critiquing a wide range of nonfiction writing forms. Prerequisite: EN 105 or with instructor permission.

CO 221 Visual Communication
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 to provide the central goals of the course. Students have hands-on experiences with a variety of digital technologies, their uses and applications in the field of communication. Preference is given 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 an introduction to the essential elements of screenwriting including: conflict, voice, script structure, plot, theme, character development, and visual sequence construction. Students develop a film script while increasing their use of individual voice, creative method and screenwriting skills. Students will be encouraged to develop a creative approach appropriate to his or her medium.

Practical matters such as formatting, copyright, registration and marketing are also covered in the course. All students will produce a completed treatment, screenplay breakdown and first act of a feature length screenplay.

CO 301 Communication Seminar: Selected Topics
Junior seminar provides students the opportunity to examine a communication issue in depth. Students analyze and synthesize relevant research and lead seminars on their topics. Through their own research and active participation in the research and seminars of their class colleagues, students integrate the seminar topics, other communication courses, and internship experiences to gain a broader understanding of the discipline. Prerequisite: CO 203, plus four additional communication courses.

CO 302 Film Theory and Criticism
Film Theory and Criticism explores critical approaches to the study of cinema. Theories and methods in this course will examine issues relating to production and authorship in the films 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 and to analyze the rhetorical strategies used by others. Components of this course include longer prepared and 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 theory of small group communication and provides students the opportunity to apply the principles of the course to several areas 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 205.

CO 306 Interpersonal Communication
Interpersonal relationships are an important aspect of an individual’s personal and professional life. This course focuses on the various elements of interpersonal communication and provides a theoretical base parallel to understanding and improving one’s interpersonal awareness and communication. Prerequisite: CO 203 or with instructor permission.

CO 314 Radio Announcing
The emphasis of this course is on the analysis, interpretation, and oral delivery of the various types of commercial, public service, and institutional copy used at radio stations. News delivery is also an integral part of the course. Components of the student’s oral delivery include breathing, articulation and diction, pronunciation, expression and intonation, and use of Microphone and interviewing techniques are practiced. Prerequisite: CO 214.

CO 320 New Media
The media landscape is rapidly shifting and evolving. At any point in time, it is difficult to know how can correctly be called “new media.” What was “new” one year may be radically updated—if not made obsolete—by the next year. In a world saturated by new media in all of its incarnations, it is vital to understand how consumers and producers make sense of everything with which they are confronted. This course will help students challenge the ways in which they understand new media and prepare them to make sense of developments in new media as well as to use them to their professional and personal advantage.

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

CO 323 Photожournalism
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 the 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 course will build upon basic photography knowledge and techniques. This hands-on course will cover the more complex aspects of exposure, printing techniques, 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 International and Intercultural Communication
This course deals with a broad spectrum of factors that define and influence cross-cultural communication: cultural, economic, political, social, and ethical. Communication problems of third world nations as well as cross-cultural issues in developed countries are explored. Particular attention is given to the process in the development. Prerequisite: CO 203.

CO 334 Communication in Public Relations: Theory and Practice
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
EDUCATION

- Sister Judith Costello, Department Chair
- Leona McCaughry-Oreszak, Graduate Program Director
- Sister Mary L. Murphy
- Sister Carmela Abbruzzese

TEACHER TRAINING

Students may elect to participate in an early childhood certificate program (Office of Early Education and Care), an early childhood licensure program, elementary education program, or seek licensure in a major subject area on the middle school level in mathematics or mathematics/science or on the secondary level in the areas of English, History, World Languages and Cultural Heritage; Mathematics Education; or Spanish.

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 Tests for Educator Licensure (METL). 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 Tests for Educator Licensure (METL), 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 ofthe 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 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: www.regiscollege.edu/undergraduate_programs/academic_programs.cfm

Requirements for Early Childhood/Elementary Education

(In conjunction with a liberal arts major in English, History, World Languages and Cultural Heritage, Mathematics Education, Liberal Studies, Political Science, Psychology, Spanish, or Individually Designed) ED 100, ED 101A, ED 103, ED 202, ED 207, ED 208, ED 308, 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, History, World Languages and Cultural Heritage, Mathematics Education, or Spanish for Secondary School) ED 100, ED 101B, ED 103, ED 205, ED 206, ED 308, ED 403; PS 203 or PS 204, PS 310

Requirements for Early Childhood Certificate of Qualification—Department of Early Education and Care

TEACHER

PS 307, ED 399A

LEAD TEACHER

PS 307, PS 314, SO 212; ED 206, ED 399A, ED 400

DIRECTOR

PS 307, PS 314; SO 212; ED 206, ED 399A, ED 400; MT 206

TEACHER TRAINING

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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.
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- 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.

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Requirements for Early Childhood Certificate of Qualification—Department of Early Education and Care

TEACHER

PS 307, ED 399A

LEAD TEACHER

PS 307, PS 314, SO 212; ED 206, ED 399A, ED 400

DIRECTOR

PS 307, PS 314; SO 212; ED 206, ED 399A, ED 400; MT 206
ED 205 Principles and Methods of Middle/Secondary Education: 3 credits (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, job-related 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, ED 103.

ED 206 Early Childhood Education: Curriculum Areas 3 credits 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, natural and social sciences. Course includes fieldwork.

ED 207 Early Childhood/Elementary School Mathematics: Curriculum 3 credits This course is designed to enable the prospective early childhood/elementary school teacher to gain a deep 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 3 credits This course addresses the significant theories, approaches, instructional practices, and programs for developing reading skills and reading comprehension in young 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 Taught in Middle/Secondary Schools 3 credits (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. Content areas include strategies, techniques of teaching and learning, and special educational programming. In addition, the student will complete a project that demonstrates the application of effective instructional strategies in the field. Prerequisites: ED 205, ED 208.

ED 308 Educating Children with Special Needs in the Regular Classroom 3 credits This course will focus on learning problems in children resulting from such factors as borderline or below average intelligence (slow learners), developmentally delayed, language disorders, learning disabilities, behavior disorders and emotional disturbance, and physical/sensory impairments. This course also focuses on culturally- and linguistically diverse children and 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 3 credits 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 be expected to select a topic 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 3 credits This course is designed to help teachers develop understanding of the reading process as it occurs in content areas by understanding and utilizing successful teaching, research-based strategies and focusing on current methods, theories, materials, and assessments used in content literacy instruction. Prerequisites: EN 105, EN 106.

ED 399A Early Childhood Practicum/Seminar 3 credits This course is designed to provide a solid foundation for the early childhood student teaching practicum. Throughout the practicum experience, the student teacher applies her/his knowledge of child development, curriculum, methodology, and assessment in an early childhood setting that includes special needs children. The student teacher spends at least 15 hours per week in an early childhood center. The student works under the direction of a cooperating teacher and is supervised by college personnel at least three times. In the seminar component, the student addresses the complexity of teaching/learning variables. Prerequisite: PS 307.

ED 400 Early Childhood Practicum 3 credits A continuation of the two-day-a-week practicum (minimum 130 hours) in a center for preschool children. The practicum is supervised by college personnel (three visits) and completed under the direction of at least a lead teacher. Prerequisite: PS 307.

ED 401 Student Teaching and Seminar: Elementary 3 credits 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, PS 307.

ED 403 Student Teaching and Seminar: Secondary 3 credits 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 208, ED 306, ED 308, PS 310.

ED 409, ED 410 Individualized Study 3 credits

ED 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 a synthesizing agent. Emphasis is placed on the teacher as creative inquirer and the classroom as a community of learners. Prerequisite: ED 100.

ENGLISH Majors are offered a choice of individualized concentrations of study: scholarly, publishing, professional, and education to prepare them for their careers. The concentration of study determines requirements for internships and specific courses. All English majors take the following minimum requirements: EN 211, one course in Shakespeare and one other course in English literature prior to 1700, two courses in English literature between 1700 and the present, two courses in American literature (one prior to 1900), one course in world literature, one literature elective, and the two upper-level seminars. Please consult the Department web page for sample four-year degree completion plans and suggested courses at: www.regiscollege.edu/undergraduate_programs/academic_programs.cfm

Student Learning Outcomes for English

Students will:
- demonstrate knowledge of literatures in English
- display genre comprehension
- demonstrate effective argument
- display comprehension of theoretical, cultural, and historical context
- demonstrate analytical skills: insight, integrating concepts, grappling with topic

Concentrations in English

Education Concentration: Students interested in teaching will combine a major in English with a core of education courses, including student teaching. Licensure by the State Department of Education requires certain courses and areas be covered in the major.

Writing Concentration: Students interested in concentrating in writing will take a combination of six writing courses and six literature courses. An internship is required.

MINORS

ENGLISH The English minor must complete six literature courses.

WRITING

Prerequisite: EN 105 and EN 106

The Writing minor must complete six writing courses.

Required for Minor: EN 223
Elective Courses
Choose five from any writing course such as the following: EN 209, EN 210, CO 219, CO 220, CO 311, TH 308, TH 311, Independent Study (no more than one of these). Final writing portfolio required.

COURSE DESCRIPTIONS

EN 100 Basic Writing
A course designed to help certain students develop fluency, confidence, and correct, effective expression. The course stresses the development of thinking skills and introduces the student to the writing process. The student works under the close guidance of an instructor and a peer writing assistant. (Institutional credit only.)
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 explores critical and analytical nonfiction writing, as well as personal narrative. Conferences with instructors and writing assistants outside of class supplement in-class workshop. EN 105/106 (or equivalent) is prerequisite for all literature and writing courses.

EN 106 Critical Reading, Thinking, and Writing
This course focuses on reading, thinking and writing skills. Practice in writing full-length argumentative and persuasive essays or literary analyses challenges students to engage all skills emphasized in the course. To further encourage deep and thoughtful exploration of ideas, a sophisticated college-level writing, texts used may be interdisciplinary in nature and will be organized around a central theme of the instructor’s choice and expertise. EN 105/106 (or equivalent) is prerequisite for all literature and writing courses.

EN 204 American Mythology
In ninth- 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 Innocent, The American Pioneer, The Virgin Land, The American Imaginary. One of the following themes may serve as the focus: The American Pioneer, The Virgin Land, The American Imaginary. One of the following themes may serve as the focus: The American Pioneer, The Virgin Land, The American Imaginary. One of the following themes may serve as the focus: The American Pioneer, The Virgin Land, The American Imaginary.

EN 210 Poetry Workshop
Each student will be part of a weekly workshop sharing poems and ideas with other members of the class. Each will explore different genres of poetry through reading and discussion. The workshop will culminate in a portfolio of original work. Prerequisites: EN 105/106, 209A, or permission of instructor.

EN 212 Introduction to Literary Studies
This course surveys the forms, devices, and contexts of genres of literature (fiction, poetry, and drama) and apply their understanding by analyzing and interpreting literary works drawn from worldwide sources. These works will vary by semester as selected by the instructor. Prerequisites: EN 105/106.

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 the 19th century writers Olaudah Equiano and Phillis Wheatley to 20th and 21st century writers such as James Baldwin, Langston Hughes, and Zora Neale Hurston. Prerequisites: EN 105/106.

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 Mabinogion tales, Marie de France, Chrétien, Malory, and other modern written and filmed retellings. Prerequisites: EN 105/106.

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. Prerequisites: EN 105/106.

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

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 write, share, and revise three essays 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.

EN 288 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, ED 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 with permission.

EN 308B The Literature of Science Fiction
The focus of this special topics course is science fiction. Students will engage in close study of science fiction literature, one of the largest niches of literature in existence today. Blending the thrill of adventure with scientific speculation, science fiction offers us a look at a world that could be. Beginning with its modern origins in Mary Shelley’s Frankenstein, and through study of some nineteenth-century masters, like Jules Verne or H. G. Wells, we will explore depth the golden age of science fiction writing, focusing on Ray Bradbury, Isaac Asimov, Arthur C. Clarke, and Robert Heinlein. Finally, we will explore the contemporary science fiction greats, and the future of writing about the future.

EN 308A Special Topics: Science Fiction
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EN 312A Shakespeare II
Students will consider plays different from those discussed in EN 311A. Prerequisites: EN 105/106.

EN 315 Victorian Literature
A study of the poets and prose writers of the Victorian Period: Ruskin, Mill, Carlyle, Tennyson, the Brownings, Arnold, the Rossettis, Wilde, and Swinburne. We consider literary production as it relates to theorists’ cultural and social milieu. Particular attention is given to the connection between literature and the arts. Prerequisite: EN 105/106 or EN 211, or permission of instructor.

EN 316 Romantic Literature
A study of the major poetry of Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron. Attention is paid to their prose (critical essays, journals, letters, etc.) as well as to their poetry and to the place of these writers in the context of the revolutionary changes in the political thought of the late eighteenth and early nineteenth century. Prerequisite: EN 105/106 or EN 211, or permission of instructor.

EN 320 Modern Drama
A study of modern drama from Ibsen and Chekhov to the present, including such dramatists as O’Neill, Williams, Miller, Pinter, Beckett, Hellman, Shange, and Childress. Emphasis will be placed on the dramatists’ cultural ethos and the plays’ style and structure. Prerequisite: EN 105/106 or EN 211, or permission of instructor.

EN 321 American Poetry
Intensive survey of American poetry. The course will explore the potential impact of gender and race and will discuss relevant literary criticism. Prerequisite: EN 105, or EN 211, or permission of instructor.

EN 322 The Short Story
A study of short fiction written in English from around the globe. Special attention will be paid to the development of the short story over time and to the historical and cultural events that have shaped them and readers’ access to them. Prerequisites: EN 105/106.

EN 323A Spenser and Milton
Spenser and Milton are the two greatest writers of the epic in modern English. Students will focus on Spenser’s The Faerie Queene and Milton’s Paradise Lost and their historical, literary, and religious context. Through close readings of the poems, they will discover how the two texts speak to each other. Prerequisites: EN 105/106.

EN 324 Women Writers of Fiction
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. Prerequisite: EN 105/106 or EN 211, or permission of instructor.

EN 325 (SP 325) Latino/a Writers
This course studies the literary and cultural contributions by Latino/a writers in the United States. The course focuses on the writings by Mexican-American, Cuban- American, Puerto Rican, and Dominican writers. Topics of study and discussion include the representation of ethnic, linguistic, sexual, and mythological identities. Issues such as immigration, bilingualism, transculturation, and “border” culture provide the theoretical framework for the readings. Prerequisite: EN 105/106 or EN 211, or permission of instructor.

EN 327 Twentieth-Century British Writers
A study of the poetry, fiction, and drama of Modernists and their followers, including the works of Yeats, Woolf, Eliot, Joyce, Orwell, Waugh, and others. Prerequisite: EN 105/106 or EN 211, or permission of instructor.

EN 329 Writing for the Community
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. We will study changes or Exercise Science.

EN 401B Seminar: Intensive Study of a time Period or Major Writer
This seminar provides an in-depth study of the literature of a time period with an emphasis on cultural, historical, and aesthetic contexts that enrich understanding of literature of the time. Alternatively, the seminar may examine the works of one major writer with a focus on the development of the writer’s life, literary, historical, and cultural influences, and his or her enduring legacy. Prerequisite: Senior standing or with permission.

EN 409, EN 410 Individualized Study
Prerequisite: EN 105/106

FRENCH

See History, World Languages and Cultural Heritage

HEALTH AND FITNESS

- Catherine Fuller, Department Chair
- Cheryl Bentsen
- Joshua Blumenthal
- Renato Capobianco
- John Carlegio
- Devin Cashman
- Mark Clemente
- Elizabeth Coltim
- Wendy Cook
- Daniel Flynn
- Jacqueline Gentile
- Nate Hager
- James Sweeney

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.
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, CH 319, NU 205, HFS 319, HFS 320, HFS 323, HFS 324.

SPORTS MANAGEMENT

Required for the Concentration

In addition to fulfillment of the courses for the major, courses must include HP 103, HFS 313, HFS 316, HFS 340, HFS 345, HFS 355, Sport Marketing & Technology, Athletic Administration & Sport Governance, MT 203, MT 204, 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, 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 expected to participate 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 obtain Red Cross certification. (optional; requires related 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.

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 on the body and on performance will be examined, as well as the effects of exercise and competition on psychological development, health, mood, and general well-being. Prerequisites: HFS 150 or HFS 311.

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 develop 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 calculating the outcomes. Prerequisites: BI 105, BI 106; HFS 150 or HFS 311 or permission of 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 College fitness center members, with instructor supervision. Prerequisites: BI 105, BI 106; HFS 314; PE 203N.

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 sport 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. This course will discuss 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.

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. Examines 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 classmats and/or Regis Health Center clients with instructor supervision. Prerequisites: NU 205, HFS 319; BI 211 recommended.

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.

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.

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 individuals 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.

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 growing industries. 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 given 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.

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 kinesiology. 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: HFS 150 or HFS 311, HFS 358 recommended.

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. Prerequisite BI 105, BI 106, HFS 150 or HFS 311.

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 post-partum women. Students will plan programs for special populations and practice with them classmates and in other supervised settings. Prerequisites: Exercise Programming; HFS 370 recommended.

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.

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 the specific area of interest. Prerequisites: 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 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 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 Vinyasa. 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 golf recreationally.

PE 201H 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. Prerequisites: 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 team playing 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.

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. 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 203H Intermediate Tennis
This course is designed to teach students effective methods of strength training. Students will participate in a variety of strength training techniques, learn related muscularature, 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 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 more breathing and yogic breathing. Prerequisite PE 201E, or other yoga experience.

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; one of the safest and most effective exercise programs available.
**HISTORY, WORLD LANGUAGES, AND CULTURAL HERITAGE**

- Lucia Ortiz, Department Chair
- Raffaele Fiorio, Graduate Program Director
- Kathryn Edney
- Nicoletta Pellegrino
- Mary-Anne Vetterling
- Katina Fontes
- Alison McAdams
- Patricia Donahue McElhiney
- Magdalena Malnowska

**MAJOR IN HISTORY, WORLD LANGUAGES, AND CULTURAL HERITAGE**

**Student Learning Outcomes**

Students will:

- Identify and analyze, through surveys and advanced level courses in history, key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world
- Analyze current and historical concepts in a scholarly manner by integrating 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, folkloric, 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, in such a way which serves 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 beyond the Regis College experience

**PREREQUISITES:** VARY BY CONCENTRATION

**HISPANIC STUDIES**

**Prerequisites:**
- HI 110, HI 111, HI 213

**MEDITERRANEAN STUDIES**

**Prerequisites:**
- HI 107, HI 108, SO 213

**RECOMMENDED FOR THE CONCENTRATION**

The following courses must be taken in addition to the major requirements: ID 219A (1 Credit; Italian), HI 350: History of Mediterranean Culture, HI 322, HI 355, HI 402A, IT 205, IT 302

**PUBLIC HERITAGE**

**Prerequisites:**
- One of the following: HI 107, HI 103, HI 111; one of the following: HI 108, HI 104, HI 110, and SO 213

**RECOMMENDED FOR THE CONCENTRATION**

The following courses must be taken in addition to the major requirements: ID 219B (1 Credit; Co-Curricular), ID 240: Popular Culture and American Society, HI 216, HI 310, HI 340, HI 354, HI 378

**MUSEUM STUDIES CERTIFICATE OPTION**

**Prerequisites for the Certificate**

The museum studies certificate may be added to the BA program or taken as a minor by completing the following courses: MS 201, MS 202, ID 219 (1 Credit; Co-Curricular), ID 344, ID 24 (1 Credit; Co-Curricular), one elective course in a supportive area chosen in consultation with the student’s major advisor.

**HISTORY COURSE DESCRIPTIONS**

**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 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**

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. Course will conclude with

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**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.

**PE 226 Foundations of Springboard Diving**

This course will introduce a student 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, 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.
an introduction to the Medieval Period as a bridge between the ancient civilizations and the Renaissance.

HI 108 Europe and the World After 1500
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 impact of Europe, the industrial revolution, the Chinese and Islamic empires, colonialism and its impact on Asia and Africa, nationalism, revolution, war, and globalization.

HI 109 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 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 200 Ethnohistory: an Introduction
The 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.

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 304 Contemporary Historical Activity
Internship in archives, museums, government agencies, historical societies, etc. Seeks to enhance awareness of historical dimensions of contemporary efforts to preserve the past and prepare for the future. Prerequisite: HI 301 (may be offered as HI 409).

HI 307 Topics in Intellectual History
To expose the American past in the context of patterns of thought. The following periods and 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 autobiographies, as well as art, artifacts, music, and folklore, major themes and patterns 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 life, architecture, and literary expression of humanistic values in the city of Italy.

HI 340 Landscape & Memory: The Commodified 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? What goes 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/Identity
This class will introduce students to a selection of uniquely American narratives: captivity narratives and slave narratives. As distinctly American literary forms they provide a unique entrance 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 framework 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 region’s interconnections and boundaries. The 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 documents, 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. (Prerequisite: HI 104, HI 200, or SO 213)

HI 355 Mediterranean Conflict and Continuity
The interrelationship of social and economic factors and their influence on political development in selected Mediterranean countries: 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 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 visibility.

HI 402A Seminar: In Search of Greece
Covers 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 archaeologists. A survey based on primary literary and artistic sources. Discussions, oral reports and a term paper. (Prerequisites: HI 107 and HI 108)

HI 402C Seminar: Problems in Archaeology
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 availability.
MAJOR IN SPANISH

Student Learning Outcomes for Spanish

Students will:

- Demonstrate comprehension of the Spanish language spoken by native speakers and be able to communicate orally with native speakers.
- Demonstrate comprehension of written texts, both orally and in writing, in the target language.
- Distinguish between various literary genres, demonstrate knowledge of literary movements as they have evolved historically, identify key literary works and figures, and analyze a literary text in all its richness in the target language.
- Demonstrate knowledge of the major regions where Spanish is spoken and the social, political and religious institutions of individual countries.
- Discuss key concepts relative to the way of life and relationships from a multicultural perspective.
- Demonstrate appropriate behavior in a variety of social situations and attend to nonverbal communication particular to the target culture.
- Formulate an original thesis, discuss the results of their investigations orally and in writing, and raise pertinent questions as well as offer appropriate responses to a text studied.
- Be able to write research papers that contain references to other disciplines, such as art, history, sociology or psychology, in support of his/her thesis.
- Be able to present his/her research orally and in writing and include observations taken from other disciplines.
- Demonstrate an advanced level of proficiency in all areas of Spanish through an internship or other Experiential Learning activities and projects, in such professional fields such as teaching, publishing, law, marketing, public relations, or medical and social services.

Prerequisites
SP 203, SP 305, SP 306 or equivalent

MINOR

SPANISH

Required for the Minor

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

SPANISH COURSE DESCRIPTIONS

SP 100 Spanish for Health Professionals

Students will develop a basic communicative competence 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 Spanish is required. Issues of cultural sensitivity are discussed.

SP 101, 102 Introductory Spanish

An introduction to the study of the Spanish language with attention to developing ability in speaking and listening, comprehension in reading, and correctness in elementary writing. No prior knowledge of Spanish is required for SP 101. Prerequisite for SP 102 is SP 101 or equivalent.

SP 201, 202 Intermediate Spanish

Review of grammar. Additional practice in the language. Reading of selected texts for acquiring an oral understanding of the Hispanic world. (ESL format.) Prerequisites: SP 101, SP 102, or two or more years of high school Spanish or equivalent.

SP 203 Introduction to Literature in Spanish

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. Spanish majors and minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish majors and minors: SP 203 or equivalent.

SP 206 Hispanic Culture XXI Century

This course students learn about the history of the art, literature, music and customs of the Spanish-speaking world (Chile, Latin America and the United States) with a focus on the XXI centuries. The course begins with an overview of the XIX century independence movements in Latin America and its 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. It can also be taken for the minor or the major in Spanish if the readings and written assignments and tests are completed in Spanish. Prerequisites: SP 205, SP 305, SP 306 or equivalent for students taking the course for credit in Spanish.

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. Students will also find new ways to appreciate and analyze literature in light of personal experiences and background readings. 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, paragraphs, etc.) in Spanish; those students will also read (and be tested on) several readings in Spanish. Prerequisite: SP 202 or equivalent for History, World Languages and Cultural Heritage majors (Hispanic Studies Concentration).

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

An intensive course 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

An examination of theater: Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García
course descriptions = spanish

INTERDISCIPLINARY COURSES

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. Course includes overview of major elementary curriculum areas and their integration in the teaching/learning process.

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 others. Students 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. Students who wish to earn credit towards a foreign language course will complete the written work in Italian; otherwise, written work will be completed in English.

IT 302 Introduction to Italy’s Linguistic History
This course offers an introduction to Italy’s linguistic history: the study of language’s changes, and the hypothetical motivations for these transformations. We will trace the story of Italian across approximately 2,000 years, from its Latin roots to its current form. This introduction to diachronic linguistics will show how language influences communication, and how it forms and negates social identity and group membership. Moreover, in the case of a country with a long and fragmented political history like Italy, language represents the organization of cultural beliefs and ideologies, and develops a common cultural representation of the political and social worlds. 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 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.
The main themes of Biology will be investigated of the biological, psychological, and social dimensions. It will provide students an opportunity to learn and the world of Astronomy and how it relates to their other studies, their careers, and their popular culture both reflects and shapes American attitudes toward a more holistic model of healthcare. It will emphasize the special interests and concerns of women and will examine the paradigm shift in the development of popular culture in the United States from the middle of the nineteenth century to the present, pertinent examples of popular culture as a window into the human condition. 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 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 school setting. 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 NC will be reviewed. Student participation in class discussions and in demonstrations is essential. See History, World Languages and Cultural Heritage.

ID 327 (CS 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.

ID 219B: Co-curricular Learning: Food and Culture This is a 1-credit course designed for students to engage dialogues connecting perceptions of identity (personal and collective) and food – from production and preparation to consumption. Using a multidisciplinary 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, 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 and understanding collective worldviews. 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 foundational. Added insights from a variety of disciplines supplement in-and-out-of-experiences so that students will come to an understanding of a vision of reality notable for its unity.

ID 236 Introductory Astronomy This course introduces students to the fundamental aspects of the universe and the 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 popular culture both reflects and shapes American attitudes toward a more holistic model of healthcare. It will emphasize the special interests and concerns of women and will examine the paradigm shift in the development of popular culture in the United States from the middle of the nineteenth century to the present, pertinent examples of popular culture as a window into the human condition. 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 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 the 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 twentieth century to the present, pertinent examples of popular culture as a window into the human condition. The course will be team-taught, 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 304 Exploring Ethics A study of the philosophical and religious principles, persons or the influence of one’s ethical and moral bases and the potential implications of stasis or change. Engage in analytical thinking and research that integrates multiple perspectives and methodologies. Approach complex problems, issues, and or inquiries collaboratively, fostering creativity and innovation. Analyze a complex issue from multiple standpoints in order to understand its ethical and moral bases and the potential implications of stasis or change. Apply an integrated synthesis of data analysis, ethical reasoning, and innovation to problem solving and decision making that serves the common good.
Students will:

- Demonstrate effective use of oral, written, and visual skills for the purposes of communication, facilitation, and presentation.
- Develop and represent, through civic engagement, an evolving sense of self with an awareness of personal goals and values; professional aptitude; and an awareness and consideration of alternative viewpoints.

**Required for the Major**

Students in the Liberal Studies major must take at least seven upper-level courses including two seminars. One of the seminars must be the Integrating Seminar for Liberal Studies. In addition to the Core Curriculum requirements, students must take the prescribed number of courses in each division. Humanities: A minimum of four humanities courses selected from Art, Communications, English, Foreign Language, Music, Philosophy, Religious Studies, Theatre. At least two of these courses must be in English. Social Sciences: A minimum of four social sciences courses selected from Education, Economics, History, Management, Museum Studies, Nursing, Political Science, Social Work, Sociology. At least two of these courses must be in History. Natural Sciences: A minimum of three natural sciences courses selected from Biology, Chemistry, Computer Science, Mathematics, Physics, Psychology. At least one course must be in a laboratory science.

**MAJOR**

**MATHEMATICS EDUCATION**

(Mathematics Teachers Grades 8–12)

**Required for the Major**

Mathematics Courses MA 101-102 or MA 103-104, 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 403, PS 203, PS 202, PS 310

**MINOR**

**MATHEMATICS**

**Required for the Minor**

MA 101-102 or MA 103-104, MA 203, MA 253

**Elective Courses:**

Select two from MA 204, MA 321, MA 322, MA 323, MA 324, MA 326, MA 328, MA 351, MA 352, MA 353, MA 354

For Minor in Information Technology, see Computer Science section of the Catalog.

**COMPUTER SCIENCE COURSE DESCRIPTIONS**

**CS 103 Computer Applications/Lab**

This course presents basic concepts of computer systems, development and challenges facing digital society. It provides hands-on experience with current computer applications which include Microsoft Excel and Microsoft Access.

**CS 104 Programming Fundamentals I/Lab**

This course introduces methods of problem solving, development of algorithms, designing, coding, debugging, and documenting programs. Topics include program development and implementation with function calls, selection and repetition control structures, arrays and linked lists.

**CS 105 Programming Fundamentals II/Lab**

A continuation of CS 104. Introduces design and implementation of classes, recursion, sorting and searching algorithms, dynamic data types, and advanced data structures using object oriented programming. Prerequisite: CS 104.

**CS 327 (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.

**MATHEMATICS COURSE DESCRIPTIONS**

**MA 096 Beginning Algebra**

Real numbers, polynomials, solving first and second degree equations and inequalities, factoring rational expressions, graphing linear equations and inequalities, radicals. Open to students required to take MA 100 but not prepared. (Note: MA 096 does not satisfy any distribution requirement. Institutional credit only.)

**MA 100 Algebra and Elementary Functions**

Basic concepts of algebra including inequalities, solutions of equations, absolute value and rational expressions, Elementary functions and their graphs including polynomials, rational functions, exponential, and logarithmic. Provides a basic background for college mathematics. Prerequisite: satisfactory score on Accuplacer.

**MA 101, MA 102 Introductory Calculus**

Review of precalculus topics. Limits and continuity, the derivative and its applications, antidifferentiation and the indefinite integral, the definite integral and its applications; the calculus of logarithmic, exponential, and trigonometric functions; techniques of integration. Prerequisites: three years of high school mathematics and satisfactory score on placement test for MA 101; MA 101 for MA 102.

**MA 103, MA 104 Introductory Calculus**

Covers in greater depth the material of MA 101, 102. For students with relatively strong background in mathematics. Prerequisites: four years of high school mathematics; mathematics SAT score greater than 540 for MA 103; MA 103 for MA 104.

**MA 204 Intermediate Analysis**

Vector analysis, curves and surfaces, functions of several variables, partial differentiation, multiple integration, line integrals, Green’s Theorem, and an introduction to differential equations. Prerequisites: MA 102 or MA 104; MA 203 for MA 204.

**MA 210 Statistics**

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

**MA 211, MA 212 Statistical Methods**

Basic principles of statistics, including descriptive methods, classical methods, estimation, correlations, regression, and analysis of variance. Emphasis on applications. Consideration of the use of the computer in statistical analysis. Prerequisite: MA 211 for MA 212. Prerequisite: C- or better in MA 100 or satisfactory score on Accuplacer. (Note MA 211 without MA 212 does not satisfy the Mathematics Requirement for graduation.)

**MA 220 Discrete Mathematics**

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

**MA 222 Financial Mathematics**

The purpose of this course is to develop a practical understanding of financial mathematics and interest theory and will concentrate on the mathematical comparison of loans, mortgages and bonds of various types. The aim is to describe, understand and work with the essential formulas for calculations involving interest. The course develops the ideas of annuities and amortization and uses Excel spreadsheets to do detailed calculations so that, for example, students see how a mortgage payment is determined given the...
MEDICAL IMAGING: NUCLEAR MEDICINE

- David Gilmore, Department Chair
- Lauren Shanbrun

Medical Imaging is a unique field that blends many different disciplines together. Having a strong liberal arts background with science is critical for success in Medical Imaging. There are three concentrations plus a bachelor’s completion program that students will choose and each of the concentrations has specific admission requirements. The Nuclear Medicine concentration (listed below) offers a Bachelor of Science degree in Medical Imaging. The Associate of Science degree is in Radiography and is in partnership with Lawrence Memorial Hospital (please see RADIOGRAPHY). The department also offers additional programs for individuals already certified in Medical Imaging. See the graduate/professional section for those programs.

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 results
- 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.

Required for the major & nuclear Medicine Concentration:

MI 330, MI 402, MI 460, MI 465, MI 468, MI 469, MI 470, MI 472, MI 476, MI 477, MI 478, MI 479, MI 480, MI 650

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 vascular procedures are introduced. Vascular surgery correlation with surgical options will be introduced in this 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 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; 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 on an understanding of the knowledge of radiobiology and how this translates into radiation protection practices.

MI 350 Clinical IR I

The purpose of this course is to develop students’ clinical skills, under direct supervision, through observation and participation in interventional radiology procedures. Rotations include every aspect of interventional radiology. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 351 Clinical IR II

The purpose of this course is to give students, under direct and indirect supervision, the clinical skills through observation and participation in Interventional Radiology procedures. Rotations include every aspect of Interventional Radiology. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 352 Clinical IR III

The purpose of this course is to develop students’ clinical skills, under direct and indirect supervision, through observation and participation in Interventional Radiology procedures, as well as in CT. Rotations include every aspect of Interventional Radiology. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 402 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 & statistics review, and computer applications in nuclear medicine. Clinical observations are required and topics of CPR and medical terminology are introduced.
MI 460 Nuclear Medicine Procedures & Technology
The purpose of this course is to give students an understanding of nuclear medicine procedures including the appropriate instrumentation and patient care skills are reviewed. Procedures include the skeletal system, endocrine system, respiratory system, GI system, GU system, cardiac system, CNS, inflammatory & tumor imaging, PET imaging & therapeutic studies.

MI 465 Radiation Science & 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 are discussed. 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. Also covers the instruments used in nuclear medicine with an overview of the gas filled detectors, scintillation cameras and the radioactive decay process.

MI 468 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, imvo 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.

MI 469 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, imvo 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. 4 credit hours. Prerequisites: MI 460, MI 465, MI 468

MI 470 Cross Sectional Imaging
This course is an introduction to Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Radiotherapy, X-ray physics, CT instrumentation, and procedures of CT are also discussed. The focus of the course is cross-sectional anatomy. 3 credit hours. Prerequisite: BI 105: Anatomy & Physiology I

MI 471 Nuclear Medicine Critique
Advance discussions in nuclear medicine procedures and instruments related technology. Case studies will be analyzed and discussed in detail. This course is designed to bridge the gap between the introductory discussed. 4 credit hours. Prerequisites: MI 460 Nuclear Medicine Procedures & Technology

MI 472 Radiopharmacy & 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 material, quality control, and federal/state regulations are discussed. Generator systems, cyclotrons, and accelerators are covered. Pharmacuticals used in nuclear medicine as adjunct therapies are covered along with their indications, dosage, and effects.

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, licensing, regulatory practices and quality management methodologies are discussed.

MI 475 Nuclear Medicine Seminar
Review of the fundamentals of nuclear medicine, including patient care, radiation protection & 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 & law, quality assurance and reimbursement. 4 credit hours. Prerequisites: MI 469 Clinical Internship II

MI 476 Medical Imaging Seminar
This course will introduce students to various topics, including the healthcare delivery system, medical informatics, healthcare ethics & 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 & safety, various procedures/ modalities and their applications. 4 credit hours.

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. 4 credit hours. Prerequisites: MA 210 Statistics

MI 478 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. 3 credit hours. Prerequisites: MI 460 Nuclear Medicine Procedures & Technology

MI 479 Nuclear Cardiology
This course focuses on the cardiology 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. 3 credit hours. Prerequisites: MI 460 Nuclear Medicine Procedures & Technology

MI 480 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. 4 credit hours. Prerequisites: MI 469

MI 485 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. 3 Credit Hours.

MUSEUM STUDIES
See History, World Languages, and Cultural Heritage

MUSIC
See Art, Music and Theatre

NURSING

Penelope Glynn, PhD, RN, Dean, School of Nursing, Science & Health Professions
Dave Welsh, Associate Dean, Undergraduate Nursing
Cynthia Basham • Linda Barnard • Sally Cadman • Michelle Cook • Karen Crowley • Joanne Dalton • Nancy DelGiudice • Kathleen Donaher • Lisa Fardy • Valerie Hunt • Kellie LaPiere • Carol Martin • Margherite Matteis • Patricia McCauley • Gretchen McAdams • Theresa Melnikas • Cherie Normilus • Margaret Oot-Hays • Susan Sawyer • Mary Beth Scanlon • Rebecca Schroeder • Denise Socol Hurl • Nancy Street • Elizabeth Landers • Stephanie Victoria • Nicole Tsoukalis • Janet Wade • Deborah Henderson

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 science degree in nursing. Students have the option to complete their educational experience at 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) (formerly National League for Nursing Accrediting Commission).

ASSOCIATE OF SCIENCE IN NURSING (AS)

MAJOR
In collaboration with Lawrence Memorial Hospital, Regis College 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 policies for the Associate Degree Program can be found on this website.

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
Undergraduate

Two-year Division

Year 1

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
PS 233 Introduction to Human Development 3
*SO 201 Introduction to Sociology 3
*MA 210 Statistics 3
*EN 105 Writing Seminar 3
*EN 106 Critical Reading, Thinking & Writing 3
*ID 304 Exploring Ethics 3
*NU 404 Concepts & Challenges for Professional Practice 3

Year 2

Semester I—15 weeks
NU 101 Foundations of Nursing Practice 9

Semester II—15 weeks
NU 102 Adult Nursing Practice 10

Year 3

Semester I—15 weeks
NU 201 Family-Focused Nursing Practice 10

Semester II—15 weeks
NU 202 Comprehensive Nursing Practice 11

Note: Courses must be completed in accordance with the Prerequisites/Co-requisites Policy of LM/RC.
* NU 404 may be taken at any time after the completion of the NU 102 nursing course.
++ID 304 must be taken before or concurrently with NU 201.
*EN 105, EN 106 and MA 210, SO 201 may be taken at any time before graduation.
** NU 440 — see graduate nursing.

Course Descriptions

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, nutrition, 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 Integri and Physiological Integrity. The concepts of adaptation, nursing process, communication, clinical reasoning and evidence-based practice are included in the design, along with the Nursing of the Future Concepts, Skills and NLN 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/macrosystem of the care environment and to begin to contribute to quality improvement. Evaluation of course/outcome achievement by the student and faculty provide 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, 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 utilized in the design of 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 parent and child, and risk factors of women and children. Research concepts, 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. Analysis of ethical and legal concerns and the exploration of cultural influences on family-centered care are emphasized.

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 physiologicial and psychological needs of individuals and families experiencing complex alterations in
BACHELOR OF SCIENCE IN NURSING PROGRAM

ADMISSION POLICIES

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

To be considered for the nursing major, students must:
1. Have at least a B (3.0) Cumulative Grade Point Average with no individual nonnursing prerequisite course grade below a C (2.0) and no individual nursing prerequisite grade below a B- (2.7).
2. 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, Science & Health Professions or see the Nursing Handbook Addenda.

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 therapeutic nursing interventions and promote adaptation of individuals, families, groups and the community in primary, secondary and tertiary care.
- 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 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 health care 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 (EFFECTIVE CLASS OF 2014)

BACCALAUREATE IN NURSING FOR TRADITIONAL UNDERGRADUATE STUDENTS

COURSES IN THE MAJOR IN YEARS THREE AND FOUR MUST BE TAKEN SEQUENTIALLY

Year 1, Fall
- First-year Seminar
- EN 105 Writing Seminar
- BI 105 Anatomy and Physiology I
- SO 201 Introduction to Sociology
- MA 210 Statistical Methods

Year 1, Spring
- First-year Seminar
- ID 304 Ethics
- BI 106 Anatomy and Physiology II
- EN 106 Critical Reading, Thinking & Writing
- Philosophy

Year 2, Fall
- History or Literature
- NU 203 Intro. to Nursing
- Religious Studies Requirement
- CH 105 Introductory Chemistry
- SP 100 Spanish for Health Prof. 15

Year 2, Spring
- Elective

Year 3, Fall
- NU 320 Clinical Pharmacology
- NU 324 Prof. Nursing (Clinical)
- NU 304 Health Assessment

Year 3, Spring
- NU 325 Acute Care Nsg. (Clin.)
- NU 333 Psych/Mental Health Nsg. (Clin.)

Year 4, Fall
- NU 347 Maternal Child Health Nsg. (Clin.)
- NU 321 Nsg. Care Aging Adult
- NU 409 Research in Nursing
- NU/HP Elective

Year 4, Spring
- NU 340 Community Nursing (Clin.)
- NU 345 Complex Nursing (Clin.)
- NU/HP Elective

Total Credits: 126 effective for the class of 2014 only

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

15 May take PG 100 Portuguese for Health Professionals as an alternative choice.

Students may not enroll in a language course in which they are conversant. If a student is not eligible or able to take either of the suggested courses, the student must take an Expressive Arts course.

COURSE DESCRIPTIONS

NU 203 Introduction to Nursing

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

NU 205 Essentials of Nutrition along the Health Continuum
Provides the student with nutrition facts, as well as an understanding of the role of nutrition in disease prevention and treatment. Essentials of Nutrition along the Health Continuum provides the basic material needed to understand clinical nutrition concepts (for example, the role of nutrition in preventing and treating human diseases such as heart disease, cancer, diabetes and osteoporosis) and will provide practical information for using nutritional concepts, addressing nutritional concerns and incorporating nutrition into plans of care. Prerequisite courses are AP I and AP II or department approval. (Formerly NU 105)

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 history and or conducting physical examination and 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 from the prerequisite course, Health Assessment in a laboratory setting. 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
Misconceptions 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 older adults. 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 knowledge and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing health care 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 psychosocial needs of clients with acute health problems. Using a systems approach, the student examines the complex interrelationships between the client/family, the health care 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 trans-cultural care of individuals with psychiatric/mental health problems and their families. The student examines major mental health problems across the lifespan, multiple care settings, and the role of the professional nurse in these settings. Emphasis is placed on client/family adaptation and the professional nursing role in an acute care setting.

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, help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, adaptation, communication, critical thinking and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

NU 345 Complex Care Nursing
In this synthesis course, students analyze the cultural, spiritual, biopsychosocial needs of clients and their families who face complex multisystem health problems across the wellness-illness trajectory, with a focus on the transition from acute care to rehabilitation or long-term care in institutional settings. Using a case study approach, students examine the complex interrelationships between client/family, the health care system, and nursing. Emphasis is placed on adaptation, nursing process, and the professional role. Students apply critical thinking, decision-making, and communication skills in selected clinical settings that will enhance their ability to develop therapeutic nursing interventions.

NU 347 Maternal Child/ Family Nursing
This course examines 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 include 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 409 Research in Nursing
This course focuses on the research process as a tool for developing therapeutic nursing interventions. Components of the research process are defined, discussed, and applied. Students use critical thinking skills to analyze published research reports for their nursing practice. In small groups, students will identify a researchable problem, collect and analyze evidence from the nursing literature, and communicate findings and implications for practice in a written report and a poster presentation.

PHILOSOPHY & RELIGIOUS STUDIES

Ernest Collamati, Department Chair  Joseph Draper  Bernard Jackson  Laureus Wilkins  Nicholas Opanasets

The courses offered in the Philosophy program challenge students to think wisely and critically about the perennial questions and problems that face humanity. Through conversation with great thinkers and texts, students learn to discriminate between what is of value and what is not, to pursue the good and the true and to contribute the resources of a liberal education in their role as citizens of the world. The Religious Studies program offers to all students the opportunity to consider the ultimate questions about life through the study of the sacred. Our exploration involves the sacred in three ways. First, the program’s offerings reflect the Catholic heritage of “faith seeking understanding,” a critical inquiry into Christian scripture and tradition. Second, in the spirit of celebrating the diverse and pluralistic society in which we live, some courses examine the Church’s relationship to other faith perspectives. Third, in keeping with the liberal arts tradition, the courses of the program examine the religious dimension of humanity and the influence of the sacred in the formation of culture. A minor in Religious Studies is offered by the program.

Student Learning Outcomes for Ethics, Philosophy and Religious Studies

Students will:

- Recognize ethical issues and defend conclusions using relevant evidence and reasoned argument.
- State arguments accurately and clearly, and identify strengths and weaknesses of different arguments, before formulating their own opinion or conclusion.
- Identify, connect, and apply the principles that characterize the Catholic intellectual tradition to appropriate issues in academic and curricular settings.

MINOR

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

COURSE DESCRIPTIONS

INTERDEPARTMENTAL

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
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.

PHILOSOPHY

PH 101 Introduction to Philosophy
An introduction to philosophical thinking through reading and discussion of some of the philosophical questions raised by major philosophers.

PH 103 Philosophy and Literature
An introduction 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
An introduction to some of the elements of correct thinking—induction, deduction, validity, syllogism, truth-functions, implication.

PH 201 History of Western Philosophy
A survey of the major philosophical thinkers and thought from fifth-century BCE Greece to the present.

RELIGIOUS STUDIES

RS 102 Religious Quest for Meaning
A 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 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
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 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
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
A study of the New Testament, including Gospels and Epistles, with stress on contemporary understanding of the historical, cultural, literary, and religious backgrounds of these writings.

RS 206 Comparative Religion
A thematic study of religion which compares and contrasts alternative views of God, human liberation, origins, morality, worship, and organization.

RS 208 Stories of Belief
A consideration of autobiographical writings which manifest lived experiences of religious belief. The material will focus on questions of self, freedom, love, loneliness, death, social responsibility.

RS 211 Religion and Society
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
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
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 professors from the religion department and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in service settings 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
A study of the role of symbolic 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
An interdisciplinary exploration of the medieval world, taking an imaginative approach that leads the reader through the kaleidoscope of perspectives on this rich period, with history, philosophy, and theology as foundational. 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 309 Religious Hope and the Future
A look at the role that belief plays in enabling people to move toward the future. Selected readings will be taken from the Judeo-Christian tradition, with special emphasis on the insights of twentieth-century theologians.

RS 317 Pluralism: One God, Many Faiths
An examination of 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
Studies the exclusion of women from positions of influence in religion in spite of their historically developed 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
A seminar designed to allow the student to discover the continuity, diversity and development of Christian belief through the ages.

RS 409, RS 410 Individualized Study

POLITICS & SOCIAL JUSTICE

MAJOR

POLITICAL SCIENCE
The Political Science major introduces students to the principles of political life and thinking; the theoretical, methodological, historical and policy dimensions of Political Science; and helps them understand what the role of a politically-aware citizen of the twenty-first century should be. Within this major, the department offers concentrations in Law and Government, Comparative, Foreign Policy, and International Relations. Whether as a major, a minor, or a pre-professional curriculum, these programs help prepare students for potential careers in public service, law, business, global affairs, journalism, education, political activism, among others.

In addition, the department offers an interdisciplinary Justice Studies major with concentrations in Criminal Justice; Peace and Conflict Studies; and Women’s and Gender Studies. The major in 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 understanding 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 our democratic society, and to provide students a foundation for life-long learning, 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 Justice Studies from Regis College 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.

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 Political Science in three academic years and then complete their JD in the subsequent three years at WNESOL.

Please consult the Department web page for sample four-year degree completion plans and suggested courses at: www.regiscollege.edu/undergraduate_programs/academic_programs.cfm

Student Learning Outcomes for Political Science

Students will:

- Know major political facts and issues in political science and an understanding of the impact of these facts and issues on individuals and society at large
- Design and complete a significant research project grounded in scholarly literature and focusing on a political issue
- Articulate the political dimensions of multicultural and pluralistic nature of US and global politics past and present through racial, ethnic, social, economic, sexual and gender differences
- Analyze various perspectives of contemporary and historical debates
- Utilize different theoretical perspectives to analyze the development of American government and the political system and American capitalism
- Articulate the relationship between domestic policy and global issues and enduring American ideals and values as well as socio-cultural practices
- Critically analyze and communicate information from primary and secondary materials, evidence and arguments/issues regarding either American or global political issues

The major in Political Science consists of a total of thirteen courses, seven major core requirements and six concentration courses.

Required for the Major

LG 201, PO 210, PO 211, PO 212, PO 230, PO 351 and ID 413.

Concentrations (Select one of the three)

CRIMINAL JUSTICE

PO 326, PO 328, PO 356, PO 324, and two additional courses selected from the following list in consultation with the student’s Academic Advisor: PO 327, PS 309, SO/RS 280, SO 320.

PEACE AND CONFLICT STUDIES

SO 260, PO 351, SO 303A, SO 335, and two additional courses selected from the following list in consultation with the student’s Academic Advisor: RS 206, RS 211, EC 328, PO 325, SO 212, SO/RS 280, SO 307, SO 320.

Student Learning Outcomes for 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, 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 on 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 Justice Studies consists of a total of twelve courses, six major core requirements and six concentration courses.

Required for the Major

LG 201, SO 201 or SO 205, ID 309, PO 316, PO 325, SO 345.
different approaches to and methodologies for comparing political phenomena. It will also familiarize students with global political geography.

PO 212 Political Theory: Introduction
This 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 214 The Politics of Media, the Internet & Film
The objective of this course is to investigate the relationship between mass media such as television or radio, the internet and social networking, films and political issues. Topics such as electronic media, political media coverage of politics and wars, blogging, new and alternative mediums such as texting will be covered. Issues such as the role of government in media, corporate versus individual control, censorship, advertising, propaganda, will be examined. The course will consider how film as a medium that can be used for political purposes will be analyzed by viewing several key movies that illustrated important political themes for their times.

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 globalization 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 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 and 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 cooperation 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 nationality clashes, human rights, immigration and multiculturalism, peace and justice, conflict resolution. Prerequisite: PO 230 and at least two courses from PO 330, PO 336, PO 337, PO 345.

PO 306 Political Dynamics: Presidency and Congress
This course examines the executive and legislative branches of government with a particular emphasis on current controversies in presidential-congressional relations. Evaluating the constitutional duties and individual personalities of the politicians in each branch will give the course the opportunity to reflect on the distribution of power in the American political system. Prerequisite: PO 210.

PO 310 The Supreme Court and the Constitution
Considers the Supreme Court as a major policymaker in the American political system. Will include analysis of major court decisions, political and legal consequences of judicial decisions. Prerequisite: PO 210.

PO 311 The First Amendment
An examination of 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. Pre-requisite: PO 210.

PO 313 Public Administration
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
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
An examination of 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 and creating supportive corporate environments.

PO 317 Comparative Politics of Europe
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 and include analysis of transformations from pre-civilizations, party to 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. Upon completion of this course, you should have gained 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 explanatory factors, and the institutions such as 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, new technologies in police and legal administration. Prerequisite: IG 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 crimeology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its dynamics, students will explore current research and analyze the relationship between the various theories 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 both foreign policy that has changed since the end of the Cold War, and what challenges will have to be confronted in the new century. Prerequisite: PO 230.

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, nationalism); the growth of political institutions, including bureaucracies, political parties, and electoral systems; 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 333 International Political Economy
This course is designed to be an introduction to international political economy. It will provide an overview of the underlying political, economic, social and security dimensions 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. Prerequisite: PO 230.

PO 356 American Corrections Systems
The objective of this course is to present a survey and overview of the criminal corrections system in the United States. It will analyze the institutions, functions, processes, and mission of the correction system. Topic 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, privatization versus public and correctional facilities, and careers in corrections.

PO 403 Seminar: American Politics: Critical Thinking
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 vs. 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 our 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, PO 316.

PO 345 Politics of Developing Nations
The 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 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. Prerequisite: PO 230.

PO 356 American Corrections Systems
The objective of this course is to present a survey and overview of the criminal corrections system in the United States. It will analyze the institutions, functions, processes, and mission of the correction system. Topic 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 Thinking
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 vs. 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 our 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, PO 316.

PO 404 Seminar: Sports, Politics & Globalization
This seminar will examine the intersection of politics and sports and the various issues associated with these topics. Sports occupy an important place in our society making them politicized. Sports often reflect the intense emotions often associated with nationalism, race, ethnicity, social class, religion, and gender, as well as with political identities. Sport may be viewed as a glimpse of bigger societal issues. A comparative and multinational exploration of the politics of sport will clarify many of these concepts. This course will examine various aspects of the sport world in order to achieve a wide range of understanding of the globalization of sports and politics.

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 focuses 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 governmental organizations and agencies and seminars with a variety of government officials. Regis College is affiliated with the Washington Semester Program of American University, Washington, DC. Students must choose from five programs: National Government & Politics; Economic Policy; Foreign Policy; Justice; Journalism (open to qualified juniors and seniors.)

SO 201 Introduction to Sociology
Introduces students to the major theories, theorists, concepts, and methods used in the study of society. Considers a variety of topics including culture, socialization, and 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 212 Children in Society
Approaches to understanding children and their social environments. This includes society’s response to accelerating rates of childhood poverty, childhood abuse, the impact of changing patterns on the relationship between parents and children, schools, and the community, aging and society.

SO 213 Cultural Anthropology
Studies the principles of culture and of social organization through 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 examines non-violent theory and practice, with a special emphasis on gender roles and the status of women in different societies.

SO 280 Spirituality and Service
This interdisciplinary course will be co-taught by a professor from the theology department and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in settings in which they can 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
Studies groups that are oppressed, discriminated against, and stereotyped because other groups exploit them economically and politically and because of cultural and behavioral differences. We study the social, political, historical, economic, and cultural experiences of oppressed groups (“minorities”) and we compare these traditional “minorities” to women, older people, people with disabilities, and others.

SO 347A Values, Interests, and Conflicts
Explores the theory that societies, groups, and individuals are constantly in debate and conflict over what is “normal” and what is “deviant” behavior, because of different values and differing political and economic interests. We study this social and political process by exploring historical and contemporary debates on drugs, reproductive rights, sexual harassment, lesbians and gay men, corporate and government crimes, and related issues.

SO 320 Classes and the Culture of Inequality
Studies the number of classes in the United States and their characteristics; the influence of class on personality, education, lifestyles, and politics; and the relationships between classes. We end by exploring the debate whether classes are inevitable.

SO 324 Juvenile Delinquency
Examine definitions, conditions, causes, explanations, and history of delinquency and the institutions that deal with 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. We
Undergraduate course descriptions • politics & social justice/portuguese/psychology

PSYCHOLOGY

Students will:
- Use reasoning to effectively recognize, develop, defend, and criticize arguments and other persuasive appeals.

MAJOR

PSYCHOLOGY

Prerequisites:
PS 203, PS 204

Required for the Major:
PS 301, PS 303, PS 304, PS 321, PS 402, three additional courses at the 300 level excluding PS 340; MA 211, MA 212.

Courses required for students concentrating in the Psychology program admit some flexibility in accordance with the student’s post-graduate plans.

MINOR

PSYCHOLOGY

Required for the Minor
PS 203, 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 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
A study of the basic processes of behavior: an overview of the phenomena, concepts, theories in psychology. Biological, social, and psychological influences on thinking, feeling, and acting will be examined.

PS 204A Introduction to Psychology II
This course will follow PS 203. Students will gain an increased understanding of the field of psychology through an in-depth study of selected topics. Prerequisites: PS 203 or with instructor's permission.

PS 233 Introduction to Human Development
A consideration of Human Development from infancy through old age. Emphasis 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 with instructor’s permission.

PS 303 Research Methods in Psychology I/Lab
Methodologies used to plan and conduct research that is valid and reliable, and techniques used to analyze and interpret research results will be discussed in this course. Emphasis this semester will be on evaluating sources of information, conducting literature searches, and an overview of qualitative research, descriptive research and true experimental designs. Laboratory. Prerequisites: PS 203, PS 204, or with instructor’s permission.

PS 304 Research Methods in Psychology II/Lab
Methodologies used to plan and conduct research that is valid and reliable, and techniques used to analyze and interpret research results will be discussed. Emphasis will be on evaluating research and an overview of complex experimental designs and quasi-experimental designs. 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 application are each important components of the course. Prerequisites: any two of the following three: PS 203, PS 204, ED 101, or with instructor’s permission.

PS 309 Adulthood Abnormal Psychology
In this course we will consider current theory, research and controversy 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 with instructor’s 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 be expected to gain an appreciation of the physical, cognitive, emotional, and social influences on the adolescent’s development. Prerequisites: any two of the following three: PS 203 and PS 204, ED 101, or with instructor’s 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 aging in our society. Prerequisites: PS 203 and PS 204 or with instructor’s 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—factors that influence social identity, social influence, and social relations will be covered. Prerequisites: PS 203 and PS 204 or with instructor’s permission.

PS 314A Childhood and Adolescent Abnormal Psychology
An examination of childhood psychological disorders from a biopsychosocial perspective. The course will emphasize theory, research, and case examples that illustrate both psychological disorders and a variety of treatment approaches. Prerequisites: any two of the following three: PS 203 and 204, ED 101, or with instructor’s 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 be encouraged to make connections to the world in which they live. Prerequisites: PS 203 and PS 204 or with instructor’s permission.

PS 321 Cognitive Process
An investigation of theory and research related to mental processes including how we perceive people, things, and events; how and what we remember; how we organize information; and how we use information to make decisions and solve problems. Prerequisites: PS 203 and PS 204 or with instructor’s permission.

PS 327 Group Process
This course is 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 with instructor’s 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 will include 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 with instructor’s permission.
PS 329A Neuropsychology
Neuropsychology will focus on the study of brain-behavior relationships and the theories which form the biological basis for the clinical application of this knowledge to human problems and brain dysfunction. Students will gain an understanding of the major ideas and theories in Neuropsychology, as well as an appreciation for the role of both experimental and clinical work in advancing the field. 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 with instructor’s permission.

PS 340 Theory and Practice of Psychology
This course combines an internship experience (8-12 hours a week) with readings in psychological theory and research. Learning will occur at the internship site, in common and individualized readings, in group discussions, and as participants evaluate theory and research in light of their experiential learning. Students will also enhance their observational and analytical skills and develop their ability to work successfully with others in a professional setting. Prerequisites: PS 301 and senior status or with instructor’s permission.

PS 402 Coordinating Seminar: Problems in Psychology
Critical examination of topics and theories in contemporary and classical psychology. Prerequisite: PS 301 or with instructor’s permission.

PS 409, PS 410 Individualized Study

PUBLIC HEALTH
- Laura Burke, Department Chair
- Leslie Mandel
- Nancy Street
- Janet DiLeo-Wade
- Liana DeLoid
- Kevin Najarian

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’ health care 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 their 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 the College’s 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 Introduction to Public Health
- PBH 203 Introduction to Epidemiology
- PBH 206 Introduction to Global Health
- PBH 307 Health and Society
- PBH 300 Health and the Environment
- SO 355 Sociology of Health and Illness
- PBH 303 Public Health Policy and Advocacy
- PBH 409 Public Health Internship I
- PBH 410 Public Health Internship II
- Elective
- Capstone

Elective
May be a public health course or may be taken in 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 Professions, 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 Introduction to Nutrition
- BI 105 Anatomy & Physiology I/Lab
- BI 106 Anatomy & Physiology II/Lab
- HFS 311 Health and Wholeness
- HFS 319 Lifestyle Nutrition
- HFS 320 Community Nutrition

MINOR
Required for the Minor
- PBH 200 Introduction to Public Health
- PBH 203 Introduction to Epidemiology
- PBH 206 Introduction to Global Health
- NU 618 Health Policy
- 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 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 emerging technologies in shaping the direction of the field. 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 world’s communities across the globe through organized and systematic efforts. These efforts can take the form of education, 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 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, PBH 206 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 and 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.

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
**Radiography Program**

**Prerequisites credits**
- BI 105 Anatomy & Physiology I/Lab 4
- BI 110 Anatomy & Physiology II/Lab 4

**Year 1, Fall**
- MR 100 Radiologic Procedures credits
- MR 111 Radiologic Imaging I and Lab 3
- MR 120 Radiologic Clinical I 3
- Non-Radiography course 3

**Year 1, Spring**
- MR 102 Radiologic Procedures credits
- MR 112 Radiologic Imaging II and Lab 3
- MR 131 Radiologic Physics 3
- MR 121 Radiologic Clinical II 3
- Non-Radiography course 3
- Non-Radiography course 3

**Year 2, Summer**
- MR 220 Radiologic Clinical III credits
- MR 221 Radiologic Imaging III 3
- MR 231 Radiation Biology and Protection 3
- MR 221 Radiologic Clinical IV 3
- Non-Radiography course 3

**Course Descriptions**

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

The goal of this intensive 2-week course is to assist the student to become familiar 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/or 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, thoracic and lumbar/sacral 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. A general, introductory application of signal theory to Computed Tomography, Medical Sonography, Magnetic Resonance Imaging and Nuclear Medicine Imaging will also be presented. Exposure factor manipulation, equipment utilization, and concomitant theoretical foundations relevant to the production various degrees of Radiologic Density/Brightness will be studied. Manipulation of these factors and associated equipment within structured Laboratory exercises will assist the student in the application of their learning to the production of consistent, quality images.

**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 detailed analyses of factors producing radiographic contrast and detail/spatial resolution. Methods of “Image Archiving” and PACS transmission will also be studied. Laboratory exercises employing film/screen, Computed Radiography and Direct Digital contrast, will assist the student in application, manipulation and adjustment of the factors studied, with the goal being to produce consistent, quality 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 & 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 situated 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 and a self-assessed video-tape of their performing and describing selected studies are course requirements.

MR 211 Radiologic Imaging III and Lab (3 Credits)
This course focuses on developing the skills necessary to produce consistent, high quality images. In addition, students will study the general operation/function of CT and MRJ equipment.

MR 220 Radiologic Clinical III (6 Credits)
The lecture begins with a brief survey of the fundamentals elements of Body Sectional Imaging 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 emphasis on consistency of delivery of understandable material. 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 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 Imaging 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 emphasis on consistent delivery of understandable material. 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 class room discussions.

SOCIAL WORK
- Carol Dorr, Director, Social Work Program
- April Fletcher
- Christine McKenna-Lok
- 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 is essential for developing social work skills.

Experiential learning takes place in the classroom and in service learning projects, internships and field practicums. The Social Work Program at Regis College 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 they who go on to graduate schools in social work may be admitted with advanced standing. The Social Work program at Regis College 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.
  - Advocate for rights and social and economic justice.
  - Engage in research-informed practice and practice-informed research.
  - Apply knowledge of human behavior and the social environment.

Social Work majors are required to take statistics for the major and maintain a GPA of 2.5.

Additional Elective Courses (not required for major)
- SW 300, SW 320, SW 325, SW 334, SW 339, SW 340, SW 342, SW 350

MINOR

SOCIAL WORK

Required for the Minor
- SW 202, SW 203A, SW 204A, SW 272, and two electives in Social Work.

SW 303A Life Span Human Behavior
This course studies individual and family development across the life span 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 these courses and psychosocial assessments of someone at adolescence, midlife and later adulthood.

**SW 304A Communities, Groups and Organizations**
This course studies the effects of macro larger systems on human behavior from an ecological perspective. Course content includes material on communities, neighborhoods, and social networks; groups; and social movements. We will be drawing 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 and loss to people patients with disabilities, chronic and terminal illnesses, trauma, grief and loss. The role of social work 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 personal attitudes about health and illness, 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 permission of instructor.

**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 or prior to taking this course.

**SW 335, SW 336 Field Placement (two days a 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 410C. 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 as they experience social work field experience in the 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 field settings, including use of supervision, collaboration with other professionals, legal and ethical issues, case management, and documentation. Students will discuss cases that involve 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 the 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**
Introduces students to the subject of death, dying, bereavement, and spirituality. Includes content on the meaning of death from many different theoretical and cultural perspectives. Course will include material on life cycle approaches to death and dying, legal and moral issues, bereavement, and clinical interventions. Introduces students to the subject of spirituality and social work.

**SW 347 Research Methods in Social Work**
This course introduces the purposes, types, and requirements 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, 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. Prerequisites: 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 or genocide and child soldiers. The course could involve travel to another country. Prerequisites: 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 introduces students to 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 an area of interest in social work field. Prerequisites: SW 202, SW 303A, SW 304A, SW 330. This course is taken concurrently with SW 331.
SOCILOGY
See Politics and Social Justice

SPANISH
See History, World Languages and Cultural Heritage

THEATRE
See Art, Music and Theatre

WOMEN’S & GENDER STUDIES

Sister Carmela Abbruzzese, Coordinator of Women’s and Gender Studies

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 understanding of women’s experience. All students.

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.
considered a failing grade. Two such grades will result in the student’s dismissal from the program. The policy and procedures relating to an incomplete are discussed earlier in this Catalog under General College Policies & Procedures. If a student withdraws before the sixth scheduled class meeting in a traditional semester course, the student will receive a W on the academic record; if after the sixth meeting and passing, W; if failing, WF. 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.

Time Limit and Registration Requirements
The time limit for completion of all Regis College master’s degree requirements, including any research or thesis project, is five years (for programs with 36 credits or less) 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. (See below). 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.

Leave of Absence for Graduate Students
A leave of absence is intended to recognize situations in which a student, for sufficient reason, temporarily can make no progress in her/his graduate program. During such a leave, a student has no access to college 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. Leaves of absence are granted on a per semester basis for a maximum of two consecutive years by petition to the Graduate Program Director/Chairperson and School Deans. Students pursuing a Leave of Absence should issue their intentions in writing to the Associate Dean of Graduate Affairs.

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 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).

Other College Policies
All general college 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.
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)
- $65 application fee (non-nursing), $75 fee for Nursing and Applied Behavior Analysis
- 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.

† Students may enroll in two Regis College graduate courses and submit their grades in lieu of GRE or MAT test scores with the exception of the Generic Master’s Program. 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:

- The Free Application for Federal Student Aid (FAFSA). See www.fafsa.ed.gov. Regis College (Title IV Code #002206) must be designated as a recipient of this information.
- The Regis College Application for Financial Aid. This form is available in the Center for Student Services or print a copy of the form from the Regis Website www.regiscollege.edu/costs_financialaid/overview_grad.cfm

Types of Federal Financial Aid

- Direct Loans
- Graduate Direct PLUS Loan
- Perkins Loans
- Federal Work Study

Regis College 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/costs_financialaid/overview_grad.cfm.

Center for Student Services
Regis College
235 Wellesley Street
Weston, MA 02493-1571
Phone: 781-768-7270
Fax: 781-768-7225
E-mail: finaid@regiscollege.edu
FINANCIAL INFORMATION for graduate students

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 http://www.regiscollege.edu/costs_financialaid/graduate_tuition_fees.cfm

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 College 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 College 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 Service, 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 your Regis Access account 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.

Tuition, fees, and other charges

Refunds will be delayed for any student who has not properly withdrawn. All students are responsible 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.

Withdrawals
A student who is withdrawing from the College must complete a Withdrawal Form that may be obtained from the Registrar’s Office. 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.
A student is responsible for any charges due to the College 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 College through Sallie Mae Tuition Payment Plan, Swansea, MA, 800-635-0120. The company may also be reached at its Website at www.tuitionpay.salliemae.com. 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 Pay budget plans terminated for non-payment may result in the assessment of late payment charges by the College.

Statement of Account
For the convenience of students, financial aid which has been tentatively awarded by the Office of Financial Aid is shown in an Estimated Aid section of the Statement of Account and is deducted from the balance due on the presumption that the amount listed will be received in due course by the College. If the student was awarded financial aid and it does not appear on the bill, this means the aid has not been completely processed and cannot be officially 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 the College may differ from the estimated aid on the bill. For example, the financial aid award may change if the student decides to change from resident to commuter status or when a student changes from full-time to part-time enrollment. Should this occur, revised financial aid 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 the College. Federal Stafford Loans, for example, are subject to fees of 1 to 3 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 the College, 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 the College.

If an outside organization requires a Statement of Account from the College 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 College 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 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, visit: https://studentcenter.uhcsr.com/regis. To enroll in this plan, you must also visit: https://studentcenter.uhcsr.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. The HPHC customer service number is 800-977-4698.
GRADUATE PROGRAMS

general information

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 College graduate studies programs flow from the College’s Mission Statement:

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 have as their policy to value the individuality of each student; to offer flexibility and guidance to meet particular needs of students; to provide expert instruction designed to develop required competencies; to provide practical experience in applying knowledge, attitudes, and skills; to provide guided experience in communicating results of intellectually creative work; and to 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 MS includes six programs: Regulatory and Clinical Research Management, Health Administration, Nursing, Applied Behavior Analysis, Biomedical Sciences and Organizational and Professional Communication. The MA is a Master of Arts in Heritage Studies for a Global Society and Master of Arts in Professional Writing.

- The Master of Arts in Heritage Studies for a Global Society degree prepares its students to take their place in the 21st century economy.

- 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 offered in collaboration with Massachusetts General Hospital Institute of Health Professions, the Master of Arts in Teaching Reading prepares students to help alleviate a local and nationwide shortage of teachers with expertise in reading.

- The Master of Science degree program in Regulatory and Clinical Research Management is designed for professionals who seek careers or wish to advance in the pharmaceutical, biologic, or device product industries or in clinical research.

- 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, with a concentration in Radiologic Sciences.

- 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 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 in evenings and weekends.

- 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, Psych Mental Health, Adult/Geriatric),
- Clinical Nurse Specialist (Adult Acute/Critical Care).
The Master of Science in Organizational and Professional Communication enables students to become successful professionals who can compete in the challenging communication job market.

The Accelerated BS in Medical Imaging—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.

Graduate program courses are offered in each of four sessions: fall, spring, summer session I, and summer session II.

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

The six-course Graduate Certificate in Public Health is designed for individuals interested in working within public, community, or environmental health and seeking additional training in order to expand on and/or transition job responsibilities.

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 post-master’s certificate in Nursing Education is designed for nurses interested in teaching nursing at the A.D., B.S., and M.S. levels.

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 post-master’s certificate for nurse practitioners prepares nurses to sit for certification in pediatric, family, womens health, psych/mental health, or adult/geriatric primary care. The number of courses varies based on the student’s educational preparation.

Doctoral Degrees Offered
Regis College 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.
The EdD in Higher Education Leadership at Regis College offered through the School of Liberal Arts, Education, and Social 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 Experience
- 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 in Table 1.

### EdD in Higher Education Leadership Degree Requirements (51 Credits)

<table>
<thead>
<tr>
<th>Foundation 3</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 801 Higher Education Leadership, Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Methods of Analysis and Evaluation (MAE)</td>
<td>12 Credits</td>
</tr>
<tr>
<td>ED 802 MAE I: Policy and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ED 804 MAE II: Quantitative / Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ED 806 MAE III: Advanced Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ED 808 MAE IV: Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>Problem-Based Methods (PBM)</td>
<td>15 Credits</td>
</tr>
<tr>
<td>ED 803 Higher Education Leadership: PBM I</td>
<td>3</td>
</tr>
<tr>
<td>ED 805 Higher Education Leadership: PBM II</td>
<td>3</td>
</tr>
<tr>
<td>ED 807 Higher Education Leadership: PBM III</td>
<td>3</td>
</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>
<td>3</td>
</tr>
</tbody>
</table>
Graduate course descriptions

### 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 and student 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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 801</td>
<td>Higher Education Leadership, Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ED 802</td>
<td>Methods of Analysis and Evaluation I: Policy and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ED 803</td>
<td>Higher Education Leadership: Problem-Based Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ED 804</td>
<td>Methods of Analysis and Evaluation II: Quantitative / Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ED 805</td>
<td>Higher Education Leadership: Problem-Based Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ED 806</td>
<td>Methods of Analysis and Evaluation III: Advanced Quantitative Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone Project</th>
<th>9 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 901 Capstone I: Design</td>
<td>3</td>
</tr>
<tr>
<td>ED 902 Capstone II: Implementation/Evidence</td>
<td>3</td>
</tr>
<tr>
<td>ED 903 Capstone III: Analysis/Outcomes</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration in Academic Administration | 12 Credits

- ED 826 Instructional and Curriculum Leadership: 3 Credits
- ED 827 Higher Education Legal Issues: 3 Credits
- ED 828 Faculty Development and Curriculum Management: 3 Credits
- ED 829 Co-Curricular Development in Higher Education: 3 Credits

### Concentration in Teaching and Learning | 12 Credits

- ED 830 Teaching and Learning in Higher Education: 3 Credits
- ED 831 Measurement and Assessment: 3 Credits
- ED 832 Curriculum Design and Applications: 3 Credits
- ED 833 Instructional Theory and Models of Teaching: 3 Credits

### Concentration in Institutional Research, Planning and Advancement | 12 Credits

- ED 834 Institutional Research in Higher Education: 3 Credits
- ED 835 Higher Education Finance: Strategy, Costs and Value: 3 Credits
- ED 836 Institutional Advancement in Higher Education: 3 Credits
- ED 837 Student Services and Enrollment Management in Higher Education: 3 Credits

Course descriptions are in Appendix Five; Sample Schedule is in Appendix Six. Representative syllabi are in Appendix Seven.

### 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 course 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. The syllabus for the first capstone course, Capstone I: Design (ED 901) is located in Appendix Seven.
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 professorate, 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 of 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 and implement, and assess a possible solution to a particular topic. Topics include, but are not limited to: faculty governance, role of the professorate, 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 in 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 technological 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 contexts of higher education. Candidates examine contemporary issues in higher education curriculum, including policy initiatives and reform efforts affecting curricular decisionmaking. 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 rights, 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 professorate 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.

EDU 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, 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 utilized a problem-based inquiry approach to conducting institutional research.

ED 835 Higher Education Finance: Strategy, Costs and Value
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. In addition, 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 to inform the learner from that perspective.

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 institutional resources (e.g., charitable contributions), its role in garnering and collaboration on 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, 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
The capstone is 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, testable hypotheses 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 semesters, the DNP core requirement courses are offered during a day on the weekend with a hybrid format; other classes may be offered evenings, 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 level.
- 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 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 you meet with the DNP program director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program.

Prerequisites

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 601 Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>NU 618 Seminar: Health Policy</td>
<td>3</td>
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</tbody>
</table>

Core curriculum requirements - 27 Credits

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 710 Informatics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 713 Advanced Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>NU 716 Culture and Health Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>NU 722 Quantitative Research Methods for Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 725 Qualitative Research Methods for Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 730 Doctoral Thesis Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>NU 734 Doctoral Thesis Seminar II</td>
<td>3</td>
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<tr>
<td>NU 738 Application of Nursing Science</td>
<td>6</td>
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</tbody>
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Concentrations Options—9 Credits

Gerontology
- 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

Health Informatics
- HP 635 Health Information Systems
- HP 638 Strategic Leadership in Health Informatics
- HP 643 Database Design and Development for Healthcare

Health Policy (Offered at Heller School, Brandeis University)
- HS 513A Issues in National Health Policy
- H 521A Approaches to Political and Organizational Analysis

Heller School elective

Hospitalist
- NU Hospitalist Nurse Practitioner I
- NU Hospitalist Nurse Practitioner II

Integrative Health
- NU 655 Complementary Therapies and the Nurse
- 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
- HP 605 U.S. Healthcare Systems (Regis) or
- HS 513A Issues in National Health Policy (Brandeis)
- NU XXX in development

MASTER OF ARTS IN HERITAGE STUDIES

Raffaele Florio, 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. Its uniquely designed concentrations provide the frameworks 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 opportunities 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 at one of our affiliated institutions.

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, in such a way which serves 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, cocurricular 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 (12 Credits)

Students must complete the following foundations courses:

- HI 501 Historiography and Methods
- HI 554 Ethnicity in American Culture
- RS 551 Social Ethics
- HI 601 Fieldwork Research Methods

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. The following are examples; however, students may consult with the program director to evaluate options on a course by course basis.

- ED 511 Teaching Today: Social Aspects
- HI 511 Oral History and Performance
- HI 512 Advanced Practice in Professional History
- ID 344/345 Museum Studies Practicum
- RS 560 Philosophy of Religious Education
- TH 527 Museum Theatre
- TH 525 Drama as a Learning Medium

Concentration Electives (9 Credits)

Students must complete 3 courses in a desired concentration. The following are examples listed by concentration; however, students may consult with the program director to evaluate options on a course by course basis.

Public Heritage

- DA 519 Styles of Dance in World Cultures
- HI 500 Ethnohistory
- HI 511 Oral History and Performance
- HI 512 Advanced Practice in Professional History
- HI 688 Advanced Topics (depending on topic)
- TH 527 Museum Theatre
- HI 502C: Problems in Archaeology
- HI 502D The Writer as Historian
- MS 501 Introduction to Museum Studies
- MS 502 Introduction to Museum Management

Hispanic Culture in Literature

- SP 501/502 Reading Seminar
- SP 507 Theatre: From the Golden Age to the Present
- SP 508 Spanish Writers of the Nineteenth Century
- SP 511 Latin American Literature I
- SP 512 Latin American Literature II
- SP 514 Spanish Cinema
- SP 518 Spanish Literature from Twentieth Century to the Present
- SP 525 Latino/a Writers in the United States
- SP 601/602 Coordinating Seminar

Heritage, Education, and Performance

- DA 519 Styles of Dance in World Cultures
- HI 688 Advanced Topics: Theatre and Community
- TH 511 Oral History and Theatre
TH 525 Drama as a Learning Medium
TH 527 Museum Theatre

Biocultural Diversity
CO 612 Health Communication Management
HI 688 Advanced Topics: Ethnomedicine
HP 606 Analysis of Public Health Issues
HP 633 Intro. Epidemiologic Methods
NU 618 Health Policy
NU 716-01 Culture & Health: Perspectives

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, HERITAGE STUDIES
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
Experiential and Community-Based Learning Elective

Fall Senior Year
HI 501 Historiography and Methods

Spring Senior Year
HI 601 Fieldwork Research Methods

Summer I
RS 551 Social Ethics

Fall 5th Year
HI 554 Ethnicity in American Culture Experiential and Community-Based Learning Elective
First Concentration Elective

Summer II
HI 512 Advanced Practice in Professional History

Spring 5th Year
Second Concentration Elective Third Concentration Elective HI 508B Colloquium: International Studies

COURSE DESCRIPTIONS

HI 500 Ethnohistory: an Introduction
The 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.

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
A study of theoretical approaches to archaeological problems and new techniques used to solve them.

HI 502D Seminar: The Writer as Historian
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 505A 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 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
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: (1) morality and the economic order (e.g. consumerism, world hunger), (2) morality and 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 Professional Writing

Program Mission
Rooted in the teachings and mission of its founders, the Congregation of the Sisters of St. Joseph, Regis College’s master’s degree programs serve as pathways to ethical leadership. The MAPW prepares students to become leaders in their fields through the effective, creative deployment of language. By providing advanced study in writing, editing, research techniques, and developing written copy for new media, the MAPW prepares its students to take their place in the 21st century economy. Graduates of a professional writing graduate program can look forward to careers as technical writers, editors, marketing writers, directors of corporate communications and more (Gradschools.com, 2012). In short, The MAPW helps people further themselves in their chosen fields by writing well, learning to translate difficult material into accessible prose, developing strong reports, learning how to create and edit copy for current social media such as websites, blogs, online journals, etc., and learning how to research unfamiliar topics quickly and with depth.

Graduates of the MAPW will be professionals who:

- Transpose difficult material into accessible prose for a variety of audiences.
- Write, edit and produce professional-quality documents for a variety of audiences and purposes.
- Conduct in depth research, analyze and report on that research in order to develop convincing, coherent and persuasive project proposals and other organizational documents needed to create change or establish policies.
- Know how to work with and deploy a variety of digital media to convey an organization’s message and express ideas effectively.

Core Requirements (8 Courses)

- EN 500 Foundation Seminar: An Introduction to the Field of Professional Writing
- EN 501 Research Methods for the Professional Writer
- EN 502 Professional Writing and Practice
- EN 503 Visual Rhetoric and Document Design
- EN 504 Multimedia for the Writing Professional
- EN 505 Grant Writing
- CO 611 Public Relations/Marketing Communications
- EN 506 Writing in the Field: Internship & Portfolio

Specializations (2 Courses)

- Business & Economics
  - EN 509 Technical Writing
  - EN 510 Advanced Writing for Business & Economics

- Health & Sciences
  - ID 603 Exercises in Advanced Writing for the Health Professions
  - EN 512 Advanced Writing for the Sciences
COURSE DESCRIPTIONS

EN 504 MULTIMEDIA FOR THE WRITING PROFESSIONAL

This course builds upon the skills acquired primarily in Visual Rhetoric and Document Design and provides an introduction to the technical computer science skills needed for designing online content and multimedia. Current multimedia tools for use in creating web-based products will be taught with student opportunity for practice. Students will learn authoring tools and multimedia techniques while covering topics, including non-text-based communication, integration of visuals, the animation of text and graphics, and digital video web-deployment.

EN 505 GRANT WRITING

The Grant Writing course aims to provide a guided experience in developing a grant proposal that would be suitable for submission to a funding agency. The ability to identify funding sources and write grant proposals is a highly marketable skill, especially in the current economic climate, where government at all levels is tending to reduce support for such vital areas as education, health, environment, and the arts, resulting in an increased need for non-profit groups to find new revenues.

In this course, students will learn the following basics of grant writing: employing the most effective techniques for researching funding sources; developing a list of qualified funding sources; creating a detailed project budget; writing a cover letter to a funding agency; writing a concept paper; writing the grant proposal, including review of funding agency guidelines, including proposal format elements. The major course project entails the writing of a significant grant proposal on behalf of a local nonprofit organization. (Depending on your relationship with a local nonprofit, the proposal may or may not be submitted to funders.)

EN 506 WRITING IN THE FIELD

Students working on their field placement will enroll in this course. The course will offer a sounding board to discuss the challenges and demands of the workplace and will offer guidance for completing in-field writing projects. The culmination of the course will be the development of the student’s writing portfolio. Business & Economics Specialization:

EN 509 TECHNICAL WRITING

Emphasizes the skills necessary to translate difficult material into accessible prose. Emphasis will be placed on the technical, real-world writing projects, including proposals, instructions, and reports that require explanations to non-expert audiences.

EN 510 ADVANCED WRITING FOR BUSINESS & ECONOMICS

This course builds upon the skills acquired in Technical Writing and embraces a “workshop" approach in which students will write a series of situation-based professional assignments within business and economic contexts, including a policy analysis and evaluation, macroeconomic data and forecasts, descriptions of a proposed product to a marketing staff, presentations regarding firm merger or acquisition or multinational expansion. Students will utilize multimedia approaches learned in Multimedia for the Writing Professional.

Health & Sciences Specialization:

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 study and explore a variety of genres in the context of health professions as they work with one of the guest lecturers depending on the student’s interest in writing for business, for the non-profit world, etc.

MATERIALS IN TEACHING - ELEMENTARY

Master of Arts in Teaching Interdisciplinary Studies (1-6)

- Leona McCaughhey-Oreszak, Program Director
- Sister Judith Costello
- Sister Carmela Abbruzzese
- Rebecca DesRoches
- Jeffrey Dias
- Barbara Dowds
- Susan Erickson
- Bobbie Finocchio
- Jamie Foss
- 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 eighteen credits. It is generally completed prior to beginning the MAT degree.

Retention Criteria

Graduate students must earn B- or better in each course to remain as graduate students. 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), the 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 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 to 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, 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.

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:

ED 510 Educational Psychology..........................3
ED 511 Cultural and Linguistic Diversity…………..3
ED 513 Developing Curriculum..........................3
ED 514 Educational Psychology of Exceptional Learners........3
ED 515 Contemporary Issues in Special Education……3
ED 517 Elementary School Mathematics 1–6**…………..6
ED 518 Literacy Development Including Special Needs**…………..3
ED 519A Curriculum Adaptations/Differentiated Instruction for Students with Special Needs ……………..3
ED 520 Child and Young Adult Literature and Design……………………3
ED 521 Children’s Language and Learning or Teaching English Language Learners………………..3
ED 522 Teaching English Language Learners………………..3
ID 510 and ID 511 Natural Sciences in the Classroom………………………………………..6
ID 512 and ID 513 Humanities in the Classroom………………………………………..6
ID 514 Social Sciences in the Classroom………………………………………..6
ED 610 Research Seminar………………………………………..3
ED 611 Clinical Practicum………………………………………..3
Total Credits: 18

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 and ID 513 Humanities in the Classroom
- ID 514 Social Sciences in the Classroom
- ED 610 Research Seminar
- Total Credits: 18

Professional Licensure

Candidates who have already earned their initial licensure and wish to earn a master’s degree and Professional Licensure complete the following:

ED 510 Educational Psychology..........................3
ED 511 Cultural and Linguistic Diversity…………..3
ED 513 Developing Curriculum..........................3
ED 514 Educational Psychology of Exceptional Learners… 3
ED 515 Contemporary Issues in Special Education……3
ED 517 Elementary School Mathematics 1–6**…………..6
ED 518 Literacy Development Including Special Needs**…………..3
ED 519A Curriculum Adaptations/Differentiated Instruction for Students with Special Needs ……………..3
ED 520 Child and Young Adult Literature and Design……………………3
ED 521 Children’s Language and Learning or Teaching English Language Learners………………..3
ED 522 Teaching English Language Learners………………..3
ID 510 and ID 511 Natural Sciences in the Classroom………………………………………..6
ID 512 and ID 513 Humanities in the Classroom………………………………………..6
ID 514 Social Sciences in the Classroom………………………………………..6
ED 610 Research Seminar………………………………………..3
ED 611 Clinical Practicum………………………………………..3
Total Credits: 30

MAST er OF ARTS IN TEACHING SPECIAL EDUCATION

(Moderate Disabilities) Pre K–8, 5–12

Leona McCaughey-Oreszak, 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 eighteen 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 needs.
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 society 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 (PreK–8, 5–12) by completing the following:

<table>
<thead>
<tr>
<th>Course Description</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>Total Credits:</td>
<td>18</td>
</tr>
</tbody>
</table>

** 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 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 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 522 Teaching English Language Learners</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:</td>
<td>18</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>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 522 Teaching English Language Learners</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>
<tr>
<td>Total Credits:</td>
<td>30</td>
</tr>
</tbody>
</table>

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.


Leona McCaughhey-Oreszak, Program Director

Program Information & Curriculum

The MAT in Reading is done 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 Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 515 Contemporary Issues in Special Education</td>
<td>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 also 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 (I.E.P.), and relevant current literature are reviewed.</td>
</tr>
<tr>
<td>ED 516 Developmental Issues and Learning in Students with Special Needs</td>
<td>This course focuses on the acquisition and development 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.</td>
</tr>
<tr>
<td>ED 517 Teaching Today: Social Aspects</td>
<td>The focus of this course is on the teacher in relationship to the many and diverse social contexts in which education occurs—family, school, community, and world. Students will be assisted in developing an historical/sociological perspective and in understanding and acting upon present realities. Topics include social class, gender, ethnicity, school, culture, educational goals, community resources.</td>
</tr>
<tr>
<td>ED 518 Literacy Development Including Special Needs</td>
<td>This course addresses the principles of non-discriminatory 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.</td>
</tr>
<tr>
<td>ED 519 A/B Curriculum Adaptations and Differentiated Instruction</td>
<td>This course addresses 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/B places emphasis on the elementary school child.</td>
</tr>
<tr>
<td>ED 520 Children’s Language and Learning</td>
<td>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.</td>
</tr>
</tbody>
</table>

Total Credits: 18

C O U R S E D E S C R I P T I O N S

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 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

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 of strategies for addressing these needs will be included. A field-based experience is required.

ED 512 Literature Development Including 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/B places emphasis on the elementary school child. 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 interaction into 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 addresses strategies for addressing these needs will be included. A field-based experience is required.

ED 541 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, depression, 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 551 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 also 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 (I.E.P.), and relevant current literature are reviewed.

ED 561 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 571 Assessment of Students with Special Needs

This course addresses the principles of non-discriminatory 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 581 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 moderate 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 591A/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 591A/B places emphasis on the elementary school child.
will be discussed and compared, including their application for preparing and maintaining students with disabilities in general education classrooms.

ED 522 Teaching English Language Learners
Course addresses theoretical and instructional foundations for teaching students who are English Language Learners. Emphasis will be placed on teaching/learning strategies and the connection of these strategies to school performance and academic development. Concepts examined include: language acquisition and development, culture, assessment, and parental involvement. There will be a variety of learning activities and professional readings designed to provide the specifics of teaching English Language Learners.

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, history, and music will enlarge the scope of the course to include connections to the sciences and humanities, providing a systematic interrelated study of people in societies, past and present. Course methodology will be interactive and includes 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.

ID 515 Social 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 516 Social Sciences 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 517 Social Sciences 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.

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 behavioranalytic 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 need 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 offers a part-time option designed for students with full-time employment. The part-time option allows students to maintain their current employment while working towards their MS. 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
- 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 supervisors 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)
Verbal Behavior (3 credits)
### 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 critically 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.

**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...
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.

Student Learning Outcomes for Biomedical Sciences

Students will:

- Demonstrate a wide, but substantial, knowledge of the core sciences of molecular medicine.
- Demonstrate an understanding of the interdisciplinary nature of biomedical science, including the core (biochemistry, cell biology, genetics & physiology) and related (immunology, neuroscience, infectious disease) sciences.
- 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 39 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 Public Health Issues
HP 633 Introduction to Epidemiological Methods
RA 601 Overview of 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

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Michael Bilozur, Program Director

Program Philosophy

This degree program provides the individual the qualifications to enter, or advance, in biomedical research and development. The curriculum includes advanced work in the fundamental basic sciences that underlie much biomedical research and development, as well as associated areas as business, regulatory affairs, and communication. Field experience is an important component of the program. Required Courses: BMS 605, BMS 606, BMS 609, BMS 611, BMS 615, BMS 620, BMS 640, BMS 641

Program Focus

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

IDS 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, and communications that present processes for non-professional employees. Students learn the principles of clear written communication and the tools for collaborative writing.

MASTER OF SCIENCE IN HEALTH ADMINISTRATION

Mary Ann Hart, Program Director

Program Philosophy
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.

Program Focus & Curriculum
The Master of Science in Health Administration consists of a total of forty-two credits of study - fourteen three-credit courses total, including twelve core requirements, a field experience in Health Administration, and two electives. 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.

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.
- Implement strategies that initiate inter disciplinary and multi-disciplinary change affecting the quality of the health care.
- Synthesize evidence from health services research and theory to enhance the delivery of health care in organizations and their communities.
- Achieve excellence in management skills in problem-solving, decision-making, and execution; in organizational change and technological innovation; in financial analysis and management; in a commitment to continuous quality improvement, operations and system integration; and in workforce development and diversity.
- Develop systems supportive of effective communication at the organizational, interdisciplinary and multi-disciplinary levels, and with the communities served.
- Evaluate and implement ethical, legal, and professional standards of practice for health care administrators and organizations.
- Demonstrate strategic leadership and management skills to lead healthcare organizations successfully in a constantly changing healthcare environment.
- Mobilize the policy and political environment to help shape policies affecting health care organizations and the communities they serve.

Required Courses
- HP 601 Health Ethics and Law
- HP 602 Concepts in Health Administration
- HP 605 The U.S. Health Care System: Organization, Policy, and Politics
- HP 608 Health Care Quality Management
- HP 611 Management Accounting in Health Care
- HP 614 Financial Analysis in Health Administration
- HP 617 Quantitative Methods in Health Administration
Electives may be taken from courses offered in communications, gerontology, health informatics, and health policy. Students are encouraged to consider electives at Brandeis University’s Heller School of Social Policy and Management.

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 areas of study and discussion. Prerequisites: HP 602, HP 605, 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 605 The U.S. Health Care System: Organization, Policy, and Politics
This course introduces students to the U.S. Health Care System. Current health care policy and political challenges related to delivery, cost, quality, and access to care will be examined, and the role of government and the private stakeholders in the financing and delivery of services.

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 605, or permission of the program director.

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 605, 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 health care 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 605, HP 611, HP 622.

HP 617 Quantitative Methods in Health Administration
This course covers statistical techniques and methods for the analysis of managerial data and the interpretation and the evaluation of research. This course places emphasis on applying quantitative decision making methods to the operational problems facing health care organizations and the methods used for monitoring, evaluating, and improving the quality of health care delivery.

HP 620 Field Experience in Health Administration
In this course, 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. This course is typically taken in the final semester of study, concurrent with HP 648.

HP 622 Economics of Health Care
This course uses economic analysis to help understand the economic challenges confronting our health care system. Topics include supply and demand in health care, market forces, health reform, and health care financing.

HP 624 Health Informatics Course

HP 626 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 health care organizations, including non-profit, community-based health care organizations. This course is typically taken in the final semester of study, concurrent with HP 620.

MASTER OF SCIENCE IN ORGANIZATIONAL & PROFESSIONAL COMMUNICATION

Joan Murray, 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 indepth 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:
- Apply appropriate techniques in delivering and evaluating oral presentations in varied professional settings
- Demonstrate team building and collaboration in planning and executing group communication projects
- Write clear and effective professional reports and other documents
- Demonstrate an understanding of research tools and methodology and the application of these in the workplace Curriculum

Students are required to take ten graduate level courses:
- A minimum of eight graduate courses in Communication
- Two graduate courses could be taken in another graduate discipline
- Two of the eight Communication courses must be the Seminar in Research and the Supervised Thesis/Project
Course offerings include:

- CO 601 Intercultural Communication in the Workplace
- CO 602 Business and Professional Communication
- CO 603 Theoretical and Practical Applications of Communication
- CO 604 Cross-Channel Persuasion
- CO 605 Communication in the Digital Age
- CO 606 Communication within the Organization
- CO 607 Seminar in Communication Research
- CO 608 Supervised Thesis/Project
- CO 609 Conflict Resolution and Negotiation
- CO 610 Crisis Communication/Media Relations
- CO 611 Public Relations/Marketing Communications
- CO 612 Health Communication Management
- CO 613 Writing for the Professional Workplace
- CO 614 Communication Practicum
- CO 615 Corporate Social Responsibility

COURSE DESCRIPTIONS

**CO 601 Intercultural Communication in the Workplace**

The 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 in this course 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 602 Business and Professional Communication**

Students research, organize, and present a variety of professional presentations, including technical proposals and sales presentations. The course is designed to help students refine and enhance their own verbal and nonverbal skills. Students will develop and utilize computer-generated graphics in their presentations. Communicating in organizational groups and teams will also be incorporated in the course.

**CO 603 Theoretical and Practical Applications of Communication**

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 Cross-Channel Persuasion**

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 605 Communication in the Digital Age**

The class will explore current communication using today's digital tools and tactics. Emphasis is on strong communication planning and developing quality content using a broad spectrum of tactics. Students gain hands on experience developing strong messaging for a variety of media including web, print, social media, blogs, videos, press, and ecommunications. Students acquire knowledge and tools needed to provide effective digital communication strategies and increase their understanding of how digital communication relates to traditional marketing and PR tactics. The course will feature guest speakers who are experts in the field to provide a depth and breadth of real-world experience.

**CO 606 Communication within the Organization**

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 Seminar in Communication Research**

The various theoretical approaches and ethical responsibilities of conducting research in communication will be analyzed. Students will study ways by which researchers 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 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 609 Conflict Resolution and Negotiation**

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 610 Crisis Communication/Media Relations**

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/Marketing Communication**

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 Management**

This course explores the communication demands of health care and health promotion, examines current issues and problems in the modern health care system, and identifies communication strategies health care providers or managers can employ to achieve their health care goals.

**CO 613 Writing for the Professional Workplace**

This course emphasizes the need for well-informed communications professionals with the skills and capacity to anticipate and understand the influence and impact that local and global stakeholders have on today's brands and organizations. This course provides a foundational view of CSR and provides ample opportunity for analyzing the origins and concepts of the practice, the evolution of CSR; examine economic and societal issues; and the impact, criticisms and future of CSR. This course emphasizes the need for well-informed communications professionals with the skills and capacity to anticipate and understand the influence and impact that local and global stakeholders have on today's brands and organizations. This course provides a foundational view of CSR and provides ample opportunity for analyzing the origins and concepts of the practice, the evolution of CSR; examine economic and societal issues; and the impact, criticisms and future of CSR.

**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 within the work environment selected a number of practical topics for research or project development should emerge.

**CO 615 Strategic Corporate Social Responsibility**

This course presents the theory and practice of corporate social responsibility (CSR) with an eye toward practical application. Students will study the origins and concepts of the practice, the evolution of CSR; examine economic and societal issues; and the impact, criticisms and future of CSR. This course emphasizes the need for well-informed communications professionals with the skills and capacity to anticipate and understand the influence and impact that local and global stakeholders have on today's brands and organizations. This course provides a foundational view of CSR and provides ample opportunity for analyzing the origins and concepts of the practice, the evolution of CSR; examine economic and societal issues; and the impact, criticisms and future of CSR. This course emphasizes the need for well-informed communications professionals with the skills and capacity to anticipate and understand the influence and impact that local and global stakeholders have on today's brands and organizations. This course provides a foundational view of CSR and provides ample opportunity for analyzing the origins and concepts of the practice, the evolution of CSR; examine economic and societal issues; and the impact, criticisms and future of CSR.
MASTER OF SCIENCE IN REGULATORY AND CLINICAL RESEARCH MANAGEMENT

Joel Feinblatt, Program Director

Program Description

The graduate program in Regulatory and Clinical Research Management is intended for candidates with baccalaureate degrees in the sciences or healthcare. Other candidates may enter the program with permission of the Program Director. Candidates are those who wish to enter or advance a career in biotechnology, device, or pharmaceutical industries or in 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 communication and health policies. 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 either 3-credit courses or focused 1-credit courses. Thus, for electives, a student might take two 3-credit courses, or one 3-credit course and three 1-credit courses, or six 1-credit courses. 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 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 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 for 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 Exercises in Writing for the Health Professions

Other Possible electives include:

- HP 622 Economics of Health Care
- NU 618 Health Policy
- NU 620 Clinical Pharmacology
- 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 taken. 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 College policy, two relevant graduate courses from other universities may be transferred subject to the program director’s approval.
Graduate project and apply what they learn about each select a hypothetical product as a semester-long. A survey of the principles of medical device first-hand. Prerequisites: RA 601 and RA 602A. 

RA 605 Field Experience in Regulatory Affairs
A coordinated field experience at a product company or clinical research organization. Students apply the principles learned in class 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. Assistance from 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: Track required courses appropriate to the project. Consult with your advisor.

RA 608 Clinical Research Methods
An introduction to common clinical research and analysis methods used in product development for: proof of concept or technology including: device feasibility studies and exploration of new applications, indications for use, or modified methods of use demonstrating safety and effectiveness for regulatory approvals human factors engineering including: usability by medical personnel and proper use of over-the-counter, home use, or direct-to-consumer products demonstration of clinical value to qualify for reimbursement. The student learns 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:

- statistics methods and power analysis quantitative versus qualitative methods protocol design and inclusion/exclusion criteria
- selection of 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
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, 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 are learned and practiced in role-playing case studies. The principles of risk management and related regulations and standards are taught exercised in case studies. Risk management is applied throughout the product life cycle. This course uses economic analysis to help understand the economic and financial problems now confronting our healthcare system. Consideration is 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
The student learns project management terminology, key concepts, and ideas for planning and scheduling projects; assess projects, manage cost, time, scope, risk, and quality of projects. 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 environment. Core principles and fundamentals will be covered, illustrating interpretation and application of such requirements:

- 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 Team Work.
- 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, nanotechnology. (A basic knowledge of device and pharmaceutical product regulation is highly recommended. RA 603A and RA 604A can produce this understanding.)
Graduate Nursing Programs

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

Purpose
The purpose of the Graduate Nursing Programs at Regis College 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 College subscribes to and functions within the stated mission and goals of the College 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. The DNP Program is currently in candidacy for ACEN Accreditation in the fall of 2013.

Philosophy
The Nursing programs are an integral component of Regis College. Founded upon the ideals expressed in the Gospel of Jesus Christ and dedicated to the exploration of religious traditions, Regis College is committed to excellence in scholarship and service. In concurrence with the mission of the College, 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 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 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 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, 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 College 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, Science & Health Professions 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 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 advanced 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 affect 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)
- NU 618 Health Policy (3 credits)

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 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 applicant meet with a faculty member, the Program Director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions 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

<table>
<thead>
<tr>
<th>Adult Acute/Critical Care Clinical Specialist</th>
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<tbody>
<tr>
<td>Year 1, Fall</td>
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<tr>
<td>NU 620 Clinical Pharmacology I</td>
</tr>
<tr>
<td>NU 601 Nursing Theory</td>
</tr>
<tr>
<td>BI 612 Advanced Pathophysiology</td>
</tr>
<tr>
<td>Year 1, Spring</td>
</tr>
<tr>
<td>NU 670 Seminar in Teaching and Learning in Nursing Education</td>
</tr>
<tr>
<td>NU 630 Advanced Nursing Research</td>
</tr>
<tr>
<td>NU 605 Concepts in Nursing leadership</td>
</tr>
<tr>
<td>NU 669 Family Systems Theory</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>NU 650 Advanced Health Assessment</td>
</tr>
<tr>
<td>Year 2, Fall</td>
</tr>
<tr>
<td>NU 662 Acute Care/Critical Care Role Practicum I</td>
</tr>
<tr>
<td>NU 618 Health Policy</td>
</tr>
<tr>
<td>Year 2, Spring</td>
</tr>
<tr>
<td>NU 663 Acute Care/Critical Care Role Practicum II</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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 13 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 transfer credit, up to six credits maximum. Students taking the standard two courses per semester will complete the program in two years. It is important that the applicant meet with a faculty member, the Program Director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions 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

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
</tr>
<tr>
<td>HP 622 Economics of Healthcare</td>
</tr>
<tr>
<td>Graduate Elective</td>
</tr>
</tbody>
</table>
Graduate

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. Students may also choose one elective from the Regulatory & Clinical Research Management, Public Health, or Biomedical Sciences programs.

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 transfer credit, up to six credits maximum. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, program director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered evenings and weekends to accommodate working professionals.

Prerequisites:
- Statistics

Two-Year Sample Curriculum

Nursing Leadership/Health Informatics

Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td>HP 601 Health Ethics and Law</td>
</tr>
<tr>
<td></td>
<td>Informatics Core Course (HP 643 Database Design and Development for Health Care suggested)</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>NU 601 Nursing Theory</td>
</tr>
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</table>

Year 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td>HP 618 Health Policy</td>
</tr>
<tr>
<td></td>
<td>HP 622 Economics in Health Care</td>
</tr>
<tr>
<td></td>
<td>NU 638 Strategic Leadership in Health Informatics</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>NU 630 Nursing Research</td>
</tr>
<tr>
<td></td>
<td>NU 710 Informatics in Health Care</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
NURSING LEADERSHIP/REGULATORY AND CLINICAL RESEARCH MANAGEMENT TRACK

Joel Feinblatt 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 transfer credit, up to six credits maximum. Students taking the standard two courses per semester will complete the program in two years. It is important that you meet with a faculty member, program director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

Prerequisites

Statistics

Two-Year Sample Curriculum

Nursing Leadership/Regulatory Affairs - Clinical Trials Track

Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I</td>
<td>HP 622 Economics of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RA 601 Overview of the Medical Product Industry</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>RA 602A Overview of FDA Regulation</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HP 618 Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session I and II</td>
<td>NU 630 Advanced Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HP 601 Health Ethics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose one of the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RA 608 Clinical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RA 609 Clinical Trial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RA 616 Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 623 Regulatory Issues in Nursing Leadership</td>
<td>3</td>
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</tbody>
</table>

Spring Semester

Choose one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA Clinical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RA 609 Clinical Trial Management</td>
<td>3</td>
</tr>
<tr>
<td>RA 616 Project Management</td>
<td>3</td>
</tr>
<tr>
<td>NU 627 Mentorship</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

NURSING LEADERSHIP/HEALTH POLICY TRACK

Mary Ann Hart, Program Director

The Program

The Nursing Leadership & Health Policy Masters 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 MS degree in Nursing Leadership & Health Policy. Graduate courses taken at other accredited institutions may be considered for transfer credit, up to six credits maximum. Students taking the standard two courses per semester will complete the program in two years. It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

9 Nursing Leadership Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 601 Nursing Theory (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU 605 Concepts of Nursing Leadership (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU 618 Seminar: Health Policy (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU 612 Organizational and Structure in Nursing Leadership (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU 623 Regulatory Issues in Nursing Leadership (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU 630 Adv. Nursing Research (3 Credits) Prerequisite NU 601</td>
<td></td>
</tr>
<tr>
<td>HP 601 Health Ethics and Law (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>HP 608 Healthcare Quality Management (3 Credits)</td>
<td></td>
</tr>
<tr>
<td>HP 622 Economics of Health Care (3 Credits)</td>
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</table>

Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 513A Issues in National Health Policy* (typically offered fall semester)</td>
<td></td>
</tr>
<tr>
<td>HS 521A Approaches to Political &amp; Organizational Analysis* (typically offered spring)</td>
<td></td>
</tr>
<tr>
<td>One graduate elective, selected from Health Policy Course offerings at the Heller School*</td>
<td></td>
</tr>
<tr>
<td>*All three Health Policy Track courses must be completed through Brandeis University's Heller School</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Elective

Graduate Elective (Options include courses in the RCRM, Public Health, or Biomedical Sciences program)

Mentorship Requirement

NU 627 Nursing Leadership Mentorship (3 Credits)
NURSE PRACTITIONER TRACK

Cynthia Bashaw, 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 transfer credit, up to six credits maximum. It is important that you meet with a faculty member, program director, or the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you 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

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. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 652, NU 644a, NU 665a, NU 668, NU 669 and an elective. Total 48 credits.

Family Nurse Practitioner

The Family 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. 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. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 652, NU 664a, NU 665a, NU 668, NU 669 and an elective. 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 Mental Health Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 652, NU 664c, NU 665c, NU 668 and NU 669. 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. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 650, NU 661, NU 664d, NU 665d, NU 668 and NU 669. Total 48 credits.

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. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 650, NU 664c, NU 665c, NU 668, NU 669 and HP 626. Total 48 credits.

Two-Year Sample Curriculum

Nurse Practitioner Track—Total 42 credits

<table>
<thead>
<tr>
<th>Year 1 Summer</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 612 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU 601 Nursing Theory</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Year 1 Fall</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 620 Clinical Pharmacology*</td>
<td>3</td>
</tr>
<tr>
<td>NU 669 Family Systems Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1 Spring</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 641 Advanced Clinical Pharmacology (NU 620 prereq.)</td>
<td>3</td>
</tr>
<tr>
<td>(NOTE: NU 641 MUST be taken in the spring prior to entering NU 664)</td>
<td></td>
</tr>
<tr>
<td>NU630 Nursing Research (NU 601 prereq. or concurrent)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Summer</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 618 Seminar: Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NU 650 Advanced Health Assessment or NU 652 Pediatric Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>(NOTE: NU 650 or NU 652 must be taken in the summer prior to primary care).</td>
<td></td>
</tr>
</tbody>
</table>

All of the above courses MUST be completed before entering the primary care sequence, which begins in September every year.

<table>
<thead>
<tr>
<th>Year 2 Fall credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NU 664 Primary Care A, B, C, D, or E</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Elective or NU 643 Advanced Psychopharmacology for Psych/Mental Health NPs, 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</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Spring credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 665 Primary Care a, b, c, d, or e</td>
<td>8</td>
</tr>
<tr>
<td>NU 642 Management Concepts for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 668 Roles and Issues in Advanced Practice</td>
<td>2</td>
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</tbody>
</table>

Total 48 credits
RN-TO-BS-TO-MS UPWARD MOBILITY TRACK

■ Eda George, Program Director

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 bachelors 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 Acute/Critical 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. College policy requires that all graduate programs must be completed within seven years. Students in the RN-MS program may exit the program upon completion of the Bachelor of Science degree.

It is important that the applicant meet with a faculty member, Program Director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, 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 Nursing in Massachusetts articulate with the Regis College RN-to-BS-to-MS Upward Mobility Track or 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 College. For further information contact the Associate Dean of Graduate Academic Affairs at 781-768-7188.

Courses Required For The Undergraduate Core Curriculum And Nursing Major Prerequisites.

* Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis College, 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.

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)

All students take the required core courses for the graduate nursing curriculum:

- 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) ..........5

All students take the required core courses in the RN-MS Bridge Program:

- NU 601 Nursing Theory .................................................................3
- NU 630 Advanced Nursing Research ................................................3
- NU 618 Health Policy .....................................................................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

■ Eda George, Program Director

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 ................................................5

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 NU 618 Seminar: Health Policy.

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 and Nursing Leadership/Regulatory Affairs.

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.
GRADUATE  course descriptions ≠ graduate nursing

It is important that you meet with a faculty member, program director or the Dean of the School of Nursing, Science and Health Professions 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)

- Cynthia Bashaw, Program Director

The Program

The purpose of this graduate program in nursing at Regis College 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 nurse component. At the time 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: Pediatric Nurse Practitioner, Family Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Adult/Geriatric Nurse Practitioner, or Women’s Health Nurse Practitioner. College policy requires that all graduate programs must be completed within seven years. It is important that the applicant meet with a faculty member, Program Director, Associate Dean or the Dean of the School of Nursing, Science and Health Professions to develop your 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  credits
NU 620 Clinical Pharmacology I ......................................................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
HP 629 Chronic Illness and Aging (Clinical) ..................................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  credits
NU 641 Advanced Clinical Pharmacology II .................................3
NU 630 Advanced Nursing Research .............................................3

NU 601 Nursing Theory ..............................................................3

Year 2, Summer

Session I
NU 618 Seminar: Health Policy ..................................................3
NU 669 Family Systems Theory ....................................................3

Session II
NU 680 Advanced Health Assessment .........................................3
NU 682 Pediatric Health Assessment ............................................3

Year 3, Fall
NU 664 A, B, C, D or E Primary Care I (Includes 300 clinical hours) .8
Graduate Elective or NU 643 for Psych/Mental Health NPs or
NU 661 for Women’s Health or HP626 for Adult-Geriatric Students 3

Year 3, Spring
NU 665 A, B, C, D or E Primary Care II (Includes 300 clinical hours) 8
NU 642 Management Concepts for Advanced Practice .................3
NU 668 Roles and Issues in Advanced Practice .........................2
Total....................................................................................95

PART-TIME BS IN NURSING FOR STUDENTS HOLDING A PREVIOUS NON-NURSE BACHELOR’S DEGREE

- Michelle Cook, Program Director

The Program

The part-time BS program consists of 8 semesters of part-time course work, designed to be completed in 3 years including summers with the ability to sit for NCLEX after 2.5 years. Each semester the student will take 6–8 credits towards the program total of 62 credits. Regis College has a rich history and excellent reputation as a provider of nursing education. The part-time BS in nursing program is part of the college environment that provides students with a broad base of learning in the humanities and sciences that supports development in the discipline of nursing.

Required Courses*

Year 1, Fall  credits
NU 320 Clinical Pharmacology I ..................................................4
NU 304 Health Assessment .........................................................3

Year 1, Spring
NU 324 Professional Nursing (Clinical) .......................................8

Year 1, Summer 1
NU 333 Psychiatric/Mental Health Nursing (Clinical) ..................6

Year 1, Summer II
BI 612 Advanced 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 1
NU 340 Community Health Nursing (Clinical) .........................6

General Education Requirements

General Education courses must be selected in consultation with your advisor to meet the following requirements:

A. Mathematics: 3 credits
B. Social Sciences: 3 credits
C. Natural Sciences: 3 credits
D. Humanities: 6 credits
E. Ethics: 3 credits
F. Competency: 2 credits

Total satisfied by major requirements: 95 credits

Total for graduation: 120 credits

*See course descriptions for additional requirements.
HOSPITALIST NURSE PRACTITIONER TRACK-DNP PRACTICE TRACK

**Cynthia Bashaw, 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 credit (electives) used for concentration courses.

**ALL DNP STUDENTS**
- NU 710 Informatics in Healthcare
- NU 713 Advanced Epidemiology and Biostatistics
- NU 716 Culture and Health Perspectives
- NU 722 Quantitative Research Methods for Evidence Based Practice
- NU 725 Qualitative Research Methods for Evidence Based Practice
- NU 730 Doctoral Thesis I
- NU 734 Doctoral Thesis II
- NU 738 Application of Nursing Science

Hospitalist NP DNP Students (electives) taken concurrently with NU 738
- NU Hospitalist Nurse Practitioner course I
- NU Hospitalist Nurse Practitioner course II

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<th>Year</th>
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<tr>
<td>Year 1</td>
<td>NU 710</td>
<td>NU 713</td>
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<td>Year 4</td>
<td>NU 730</td>
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* Either summer session or concurrently with any other course prior to NU 738, Hospitalist course, NU 730, NU 784.

The Hospitalist Program differs slightly from the other DNP program tracks, in that students who choose the Hospitalist program must take the Hospitalist NP courses I and II as their electives and concurrently with NU 738 Application of Nursing science. Each of the Hospitalist NP Courses are 4.5 credits each, equaling the nine credit elective requirement and will consist of didactic material for this role. NU 738 Application of nursing science will allow the student to apply knowledge learned in the didactic courses as they complete the 400 required mentored hours in the hospitalist role.

**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. 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 health care 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. The final outcome of the course is to prepare future practitioners to meet the needs of surgical patients and the growing demand for perioperative nurses.

**NU 608 Perioperative Nursing - Practicum**

This course is designed to introduce the learner to perioperative nursing skills associated with caring for perioperative patients in the clinical setting. Participants will explore the operating room nurse’s role and responsibilities as a scrub nurse...
and a circulating nurse and perform these skills with a preceptor from the clinical facility. Clinical content is based on the standards and recommended practices established by the Association of Operating Room Nurses. Topics will include the operating room environment, aseptic technique, positioning, and ethical/legal considerations, anesthesia, infection control and professionalism. The content is generic and applicable to perioperative nursing in any facility or location.

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 613 Registered Nurse—First Assist
This course is designed to complement the perioperative nurse’s existing knowledge. The independent nursing skills and judgment, which are essential to RN First Assistant practice, are emphasized. Participants will explore the role and responsibilities of the RNFA in its interdependent relationship with other members of the surgical team. While RN First Assistant behaviors in the preoperative and postoperative phases are presented, intraoperative behaviors unique to the RN First Assistant are stressed, including handling tissue, providing exposure, using instruments, suturing and providing hemostasis. Course content is based on the AORN’s Standards for Core Curriculum for the RN First Assistant, and grounded in the AORN’s Perioperative Patient Focused Model.

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 on off-site surgeries 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 or 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 breast feeding and 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 618 Health Policy Seminar
This course is a graduate level course geared to introduce students to the complex arena of health care delivery systems that impact on nursing practice and evolving health care trends, students will analyze the principles and local health policy issues and health care reform are explored with students. The course is seminar in format and is heavily weighted with structured field experiences in the health policy arena. Students attend 16 classroom hours and fulfill 30 hours of field time in a multiplicity of structured health policy environments. Students use critical thinking skills to analyze field experiences and communicate the analysis through logbooks or recordings with particular attention toward implications for advocacy and the health professions.

NU 620 Clinical Pharmacology I
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 decisionmaking will be addressed.

NU 623 Regulatory Issues in Nursing Leadership
Utilizing current nursing research, evidence-based practice and evolving health care trends, students will analyze the role of nursing in the areas 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 health care 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 and internship experience.

NU 625 Acute Care Nursing
This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, 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 health care 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. (Prerequisite: 400 hours) Prerequisite or Concurrent: NU 623

NU 630 Advanced Nursing Research
The Advanced Nursing Research 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 transluscal 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, 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 framework for 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 institutional 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 II
This course is the second of two courses 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. Prerequisite: NU 620

NU 642 Management Concepts in Advanced Practice
This course is organized around the four major management functions of planning, organizing,
Graduate schools help the learner begin to develop critical clinical experiences in maternal-newborn settings, women, infants, children and adolescents. Selected special needs and problems of the childbearing cultural, spiritual, ethical, legal, and professional on previously acquired knowledge and skills and promotion of families including childbearing This course focuses on the adaptation and health promotion, 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. 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. NU 652 Advanced Pediatric Health Assessment This course builds upon previous skills acquired in Health Assessment. This course focuses on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system. 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 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 fosters development of skills in assessment finding are emphasized. NU 661 Care of the Childbearing Woman This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment. 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 664 Complex Care Nursing In this synthesis course, students analyze the cultural, spiritual, 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. 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 experience in the nursery, labor and delivery, and emergency settings acute pediatrie settings and community based schools help the learner begin to develop critical thinking skills and competence in family health nursing. NU 650 Advanced Health Assessment in Nursing I 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 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 finding are emphasized. NU 664E Adult-Gerontology Primary 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. Classroom learning is applied in supervised clinical preceptorship experiences. NU 664F Adult-Gerontology Primary II This 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 finding are emphasized. NU 650 Advanced Health Assessment in Nursing I 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. NU 654 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 654B 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 654C Primary Care of the Psychiatric Mental Health Client I The focus of this course is developing knowledge and skill assessment and diagnosis of psychiatric mental health problems in the populations across the life span. The curriculum also integrates knowledge from previous courses, such as pharmacology, pathophysiology, and health assessment. Mental health nurse practitioners 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 654D 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 finding are emphasized. NU 654E Adult-Gerontology Primary 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. Classroom learning is applied in supervised clinical preceptorship experiences. NU 654F Adult-Gerontology Primary II This 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 finding are emphasized. 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 665A Primary Care of the Child 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 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 childbearing process. Classroom learning is applied in supervised clinical preceptorship experiences. NU 665B Primary Care of the Family II This is the second course in primary care of the family. Classroom learning is applied in supervised clinical preceptorship experiences and research. It fosters development of skills in decision-making and clinical management of families through the life cycle. NU 665C Primary Care of the Psychiatric Mental Health Client 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 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 666B Nursing Research This course focuses on the role of the advanced practice nurse emphasizing practice, research, financing, organizational and public policy issues related to primary care practice. In a seminar format, topics focus on the impact 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 sexual 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
An overview of various components involved in the dynamic of teaching/learning: philosophy, educational psychology, curriculum, methodology, evaluation, and assessment. Emphasis is placed on developing the nurse educator as a reflective practitioner. Discussion of social, ethical, legal, and professional issues related to current and future student populations.

NU 672 Mentorship Teaching Experience/ Seminar in Nursing Education
A mentored student-teaching experience in a classroom or clinical setting. Placement occurs in collaboration with the course nursing faculty. While student teaching, the candidate engages in a monthly seminar addressing key issues in nursing education today. Prerequisite: ED 622

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 biostatistics. Epidemiological methods and biostatistics 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 variable influence quality health care in the context of the American health care system. Frameworks, theories, and models that explore the culture and health interface and how these factors impact health care and health care delivery. Content and projects are applicable to advanced practice nurses, nurse educators and researchers, nurse leaders, executives and other health care professionals.

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. Content and projects are applicable to advanced practice nurses, nurse educators and researchers, nurse leaders, executives and other health care professionals.

NU 723 Qualitative Research Methods For Evidenced-Based Practice
This course provides the learner with an in-depth analysis of advanced qualitative 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 qualitative methods as a framework for making decisions regarding clinical problems. Content and projects are applicable to advanced practice nurses, nurse educators and researchers, nurse leaders, executives and other health care professionals.

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 analytic 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 focus of the seminar is on data analysis, 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 Hospitalist Nurse Practitioner I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment 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 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 Hospitalist Nurse Practitioner II
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment as primary care of adult/geriatric patients and Hospitalist course I 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.

BI 612 Advanced Pathophysiology
This course will provide an in-depth study in 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 life span will be covered. The course will review 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
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. Focus on problem solving, learning environments, and the relationship between theory and practice.

ED 622 Assessment and Evaluation in Nursing Education
A study of both formal and informal assessment techniques and the components involved in each approach. An analysis of models of outcome assessment and program evaluation and their relationship to classroom/clinical settings.

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. This class will introduce basic microeconomic concepts and theories of supply and demand in the health care marketplace, including: the equilibrium between price and production, the rationale of consumer behavior, and market elasticities. The focus of the course will be on how health economics theory can be used to explain the intricacies of health policy and care delivery in terms of quantity and quality. In particular, we will examine the various factors of the health care 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.)
In this course you will learn to view literature in its various genres (novel, short story, poetry, and drama) from the twentieth century to the present. Famous writers such as Lorca, Guillén, 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 Rulfo, and Gabriel García Márquez.

SP 601 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, Félisberto 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 Rulfo, and Gabriel García Márquez.

SP 602 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.

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 Spanish Studies for the major in History, World Languages and Cultural Heritage.

SP 525 Latino/a Writers in the United States
The study of literary and cultural contributions by Latino/a writers in the United States. The course presents students with literary examples from the major immigrant groups that comprise Latino/a communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, and Dominicans. Course taught in English. Spanish majors and minors are required to do some readings in Spanish and submit written work in Spanish.

The readings will be discussed and analyzed along with multi-media presentations relevant to the course.

This course will introduce you to the most famous literary works from Nineteenth Century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. You 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 multi-media presentations relevant to the course.

SP 511, 512 Latin American Literature
A study of the main writers and trends in Latin American literature.

SP 514 Spanish Cinema
An examination of the work of Luis Buñuel, considered the father of modern cinema. A distance-learning course in English examining the films as literature. Spanish majors and minors will be required to do the written assignments in Spanish.

SP 518 Spanish Literature from 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, Matute, Delibes, Machado, Alberi, Unamuno, Goysisolo, Cela, Fuertes, Martín Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined.

SP 520 Environmental Literature in Spanish
In this course you 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
TOTAL: 124 credits
* Could be transferred from any accredited college/university
+ Serves as graduate elective credit for MS programs

NUCLEAR MEDICINE CONCENTRATION

Program Focus & Curriculum
The Nuclear Medicine concentration is geared for students with a previous non-medical imaging degree or a current technologist with an associate of science 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 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 MI 330, MI 402, MI 460, MI 465, MI 468, MI 469, MI 470, MI 472, MI 476, MI 477, MI 478, MI 479, MI 480, MI 650

COURSE DESCRIPTIONS
See Medical Imaging Course Descriptions on pages 110-113.

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 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).

Required for the Major & Interventional Radiology Concentration
MI 305, MI 306, MI 307, MI 350, MI 351, MI 352, MI 470, MI 477, MI 476, MI 479, MI 480

COURSE DESCRIPTIONS
See Medical Imaging Course Descriptions on pages 110-113.

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 Brigham & Women’s Hospital 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).

Required for the Major & Breast Imaging Concentration
MI 470, 477, 476, 650 the remaining courses are under development at the time of publication. Please see the website for the most updated list of courses.

COURSE DESCRIPTIONS
See Medical Imaging Course Descriptions on page 110-113.

PROFESSIONAL ADVANCEMENT

Regis College 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. Most Professional Development opportunities may be pursued without applying to a program at Regis, so students can choose to enroll as a non-matriculated student.
GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS (ABA)
- Lauren Beaulieu, Program Director

Program Description
The Certificate in Applied Behavior Analysis from Regis College 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 in evenings and weekends and can be completed in as little as three semesters. Regis College also offers a part-time option. The part-time option is designed for students with full-time employment and allows students to maintain their current employment while working towards their certificate.

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)
Practicum (9 credits; a fieldwork option is available)

GRADUATE CERTIFICATE IN COMMUNICATION FOR HEALTH CARE PROFESSIONALS
- Joan Murray, Program Director

Program Description
Candidates with a bachelor’s degree who seek a Graduate Certificate in Communication for Health Care Professionals 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 Communication for Health Care Professionals 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
Health Communication Management
Intercultural Communication in the Workplace
Choice of either: Conflict Resolution and Negotiation or Crisis Communication/Media Relations

Elective Courses
Choice of either:
Writing for the Professional Workplace, or Communication in the Electronic Age

GRADUATE CERTIFICATE IN GERONTOLOGY
- Kellie LaPierre, 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 masters 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 College, all CAGS candidates will be required to complete the four foundational courses as part of their curriculum plan.
Graduate Program objectives and required courses:

The 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 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 would be described. (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 would be described. (This course can be taken as an elective by undergraduate or graduate students).

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 a gerontological/geriatric setting. 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. Prerequisites: HP 623, HP 626, HP 629.

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 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 a gerontological/geriatric setting. 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. Prerequisites: HP 623, HP 626, HP 629.

Certificate Curriculum

NU 710 Informatics in Health Care
HP 635 Health Information Systems
HP 638 Strategic Leadership in Health Informatics
HP 641 Information Systems Mentorship
HP 643 Database Design and Development for Healthcare

*Students starting the program after August of 2013 will be required to complete HP643 in addition to NU 710, HP 635, HP 638, and HP 641.

Accreditations

Certificate programs are accredited by the Commission on Accreditation for Health Informatics Education (CAHIE) through the Health Informatics Education Standards (HIES) Council. The University of Missouri-St. Louis School of Public Health is accredited by the Commission on Accreditation of Graduate Education in Public Health (COAEPH).
GRADUATE 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
- To facilitate personal and professional growth through exploration of integrative health initiatives.
- To 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 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 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 today.

GRADUATE CERTIFICATE IN MUSEUM STUDIES

- Raffaele Florio, Program Director

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, Public Heritage Concentration. Students must complete the following courses:
MS 501 Introduction to Museum Studies
MS 502 Introduction to Museum Management
ID 544 and ID 545 Museum Practicum

Two courses in a supportive field approved by the program director.

GRADUATE 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 or Health Informatics.

Certificate Curriculum
PBH 600 Biostatistics
PBH 606 Analysis of Public Health Issues
PBH 633 Intro to Epidemiologic Methods
NU 618 Health Policy
PBH 635 Contemporary Issues in Environmental Health
Elective

COURSE DESCRIPTIONS

PBH 600 Biostatistics
This course is designed to teach masters level students the basic principles of statistical 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. The more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading of the literature.

PBH 606 Analysis of Public Health Issues
This course will introduce students to the basic principles 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 Intro 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
GRADUATE CERTIFICATE IN REGULATORY & CLINICAL RESEARCH MANAGEMENT

Joel Feinblatt, 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
Your choice of 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
Your choice of one of the following two courses:
RA 603A Pharmaceutical Product Regulation
RA 604A Medical Device Regulation

POST-MASTER’S CERTIFICATE IN HIGHER EDUCATION LEADERSHIP

Raymond McCarthy, Program Director

Regis College’s 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)

Cynthia Bashaw, 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, Psychiatric/Mental Health, Adult/Geriatric, or Women’s Health Nurse Practitioner with a primary care focus.

Students in the certificate curriculum must satisfactorily complete eight courses at Regis College. Graduate courses taken at other accredited institutions may be considered for graduate credit. It is important that you meet with a faculty member, program director or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you 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>
</tr>
</thead>
<tbody>
<tr>
<td>NU 620 Clinical Pharmacology I*</td>
<td>3</td>
</tr>
<tr>
<td>BI 612 Advanced Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 669 Family Systems Theory</td>
<td>3</td>
</tr>
<tr>
<td>NU 641 Advanced Clinical Pharmacology II</td>
<td>3</td>
</tr>
</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>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 650 Advanced Health Assessment</td>
<td>3 or 8</td>
</tr>
<tr>
<td>NU 662 Advanced Pediatric Health Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

(Note: NU 650 or 652 must be taken in the summer prior to primary care)

<table>
<thead>
<tr>
<th>Year 2, Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 665A Primary Care of the Child I</td>
<td>8</td>
</tr>
<tr>
<td>NU 665B Primary Care of the Family I</td>
<td>8</td>
</tr>
<tr>
<td>NU 665C Psych Mental Health Nurse Practitioner I</td>
<td>8</td>
</tr>
<tr>
<td>NU 665D Women’s Health Nurse Practitioner I</td>
<td>8</td>
</tr>
<tr>
<td>NU 668A Primary Care of the Adult-Geriatric Client I</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>HP 626 Sociological, Political, and Economic Perspectives in Aging (For Adult-Geri NPs)</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2, Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 665A Primary Care of the Child II</td>
<td>8</td>
</tr>
<tr>
<td>NU 665B Primary Care of the Family II</td>
<td>8</td>
</tr>
<tr>
<td>NU 665C Psych/Mental Health, Nurse Practitioner II</td>
<td>8</td>
</tr>
<tr>
<td>NU 665D Women’s Health Nurse Practitioner II</td>
<td>8</td>
</tr>
<tr>
<td>NU 665E Primary Care of the Adult-Geriatric Client II</td>
<td>8</td>
</tr>
<tr>
<td>NU 668 Roles and Issues in Advanced Practice Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>

Total | 36-39 |

* Must be taken prior to NU 641

POST-MASTER’S CERTIFICATE FOR RNS WITH A MASTER’S DEGREE IN NURSING AND CERTIFIED AS A NURSE PRACTITIONER

Cynthia Bashaw, 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 that you meet with a faculty member, program director or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you 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. Time to completion varies based on previous courses taken. Courses previously taken will be waived.

Curriculum

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 669 Family Systems Theory</td>
</tr>
<tr>
<td>NU 650 Advanced Health Assessment</td>
</tr>
<tr>
<td>NU 652 Advanced Pediatric Assessment</td>
</tr>
<tr>
<td>NU 664 Primary Care Concentration I—A, B, C, D or E</td>
</tr>
<tr>
<td>NU 661 Care of the Childbearing Woman (For WHNPs)</td>
</tr>
<tr>
<td>NU 643 Advanced Psychopharmacology (For Psych/Mental Health NPs)</td>
</tr>
<tr>
<td>HP 626 Sociological, Political, and Economic Perspectives in Aging (For Adult-Geri NPs)</td>
</tr>
<tr>
<td>NU 665 Primary Care Concentration II—A, B, C, D, or E</td>
</tr>
</tbody>
</table>

Total | 31-34 |

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 skill 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.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 670 Seminar in Teaching and Learning for Nurse Educators</td>
</tr>
<tr>
<td>ED 620 Instructional Methods and Curriculum Design in Nursing Education</td>
</tr>
<tr>
<td>ED 622 Assessment and Evaluation in Nursing Education</td>
</tr>
<tr>
<td>NU 672 Mentorship Teaching Experience/Seminar</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 12
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DNP, Regis College

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MEd, Boston State College

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MS, Indiana University

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MS, MA, PhD, Boston University

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MPP, Harvard University

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BA, Assumption College
MA, Clark University
PhD, Clark University
Post-Doctorate, Massachusetts Institute of Technology

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MS, Rensselaer Polytechnic Institute
MA, Trinity College
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<th>Title</th>
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<td>Director, Upward Mobility Track BS, Skidmore College</td>
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<td>PhD, Heller School, Brandeis University</td>
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<tr>
<td>David Gilmore</td>
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<td>Department Chair of Medical Imaging</td>
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<td>Penelope M. Glynn</td>
<td>Dean, School of Nursing, Science and Health Professions</td>
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<td>Laure Gourville</td>
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<td>Shari Litch Gray</td>
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<td>Nate Hager</td>
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<td>Mary Ann Hart</td>
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<td>Margaret Hassett</td>
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<tr>
<td>Deborah Henderson</td>
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<th>Title</th>
<th>Degrees</th>
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</thead>
<tbody>
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