REGIS COLLEGE

academic catalog
2014–2015

Bring your purpose. Find your path.
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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. As a small university, Regis is a leader in graduate program innovation and now enrolls as many graduate students as undergraduates on a campus of 2100 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. In 2012 we became an all-iPad institution, and in 2013 we launched our Center for Global Connections with seed money from the Cummings Foundation / One World Grant. In 2014-15 we are implementing our Master Plan to accommodate growth through additional residential space, a new quad, and a renovated library. 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!
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-seven 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 the College opened in September 1927, it began meeting the urgent need of a Catholic college for women that would offer the facilities and advantages of higher education to both resident and nonresident students. During the 1970’s, Regis began granting graduate degrees.

Eighty years of a strong tradition had brought the College to a historical moment in August 2006 when the Regis College Board of Trustees affirmed a “case for growth” that developed co-education 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. Not only did Regis College officially and seamlessly make the co-ed transition and open its doors to men as well as women undergraduates in September 2007, but in January 2007, Regis began offering its first doctoral program (the DNP or Doctorate of Nursing Practice).

In the first decade of this century, Regis College has continued to walk a path of transformation into a small university. In 2008, the Regis faculty strengthened the core curriculum through a major revamping. For 2008-2011, and again for 2011-2015, Regis has been renamed a Center of Excellence in Nursing Education by the National League of Nursing—one of the first nursing programs in New England to be so designated. 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. With a new President in 2011-2012, the College community refreshed its strategic plan, conducted a facilities audit, began master planning, and became an all-iPad institution. Regis began offering a second doctoral program, the EdD, or Doctorate of Education in Higher Education Leadership, in 2013. During 2014-2015 the first phase of the College’s Master Plan - a new dormitory wing, a new quad, a renovated, “information commons” library - are being implemented. The future at Regis is filled with growth as we transform the campus for graduate and undergraduate students - for you. Come and be a part of it!
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 2,100 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, and Mathematics) have been approved for Interstate Certification and meet the standards of the Interstate Certification Compact/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:
- Associate of Science in Radiography
- Associate of Science in Nursing
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Nursing
- Bachelor of Social Work
- Bachelor of Science in Medical Imaging
- Master of Arts in Heritage Studies for a Global Society
- Master of Arts in Professional Writing for New Media
- 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-Baccalaureate Certificate in Nuclear Medicine Technology
- Post-Master's Certificate in Nursing for Nurse Practitioners
- Post-Master's Certificate in Higher Education Leadership
- Post-Master's Certificate in Nursing Education
- Doctor of Education in Higher Education Leadership
- Doctor of Nursing Practice
- Certificate of Advanced Graduate Studies in Heritage Studies
- Certificate in Applied Behavior Analysis
- Certificate in Clinical Research Management
- Certificate in 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
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.”

**THE REGIS COLLEGE PATHWAYS OF ACHIEVEMENT**

**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
   - Post-Baccalaureate Certificate in Nuclear Medicine
   - 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 for a Global Society

7. English
   - Master of Arts in Professional Writing for New Media

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

Faculty

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 approximately 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 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.

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

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

The Nursing Simulation and Resource Center houses multiple patient care units, realistic training mannequins and a variety of state-of-the-art medical equipment. State-of-the-art Simulation laboratories provide interactive realistic mannequins for faculty-supervised student instruction and practice. Through sophisticated computer programming, these simulate real patient conditions 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.

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

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

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

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

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-5300, phone 312-704-5300, Fax 312-704-5304, www.jrcert.org.
Athletic Facility
The Athletic Facility features a competition-size swimming pool with an outdoor patio and sun deck; a multipurpose gymnasium that incorporates a regulation basketball court, 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.

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 at 781-768-8119 or by visiting regiscollegeshop.com.

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 has 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 Number
Police 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.

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

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

Fine Arts Center
The Fine Arts Center provides the ideal setting for the integration of modern technology into an interdisciplinary approach to the study of art, music, and drama. The centerpiece of the Fine Arts Center is the Eleanor Welch Casey Theatre, a 650-seat theatre/concert hall equipped with advanced lighting, sound, and staging technologies. The 80-seat Patricia Teehan Sullivan Studio Theatre serves drama classes, workshops, rehearsals, and performances. The Carney Gallery, an intimate room of 1,000 square feet, is located on the first floor just off the Lobby/Atrium and presents four to five exhibitions of work by contemporary artists each year. The Music 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.

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.

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
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,

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.

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

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.

Transportation
Shuttle service is provided by JFK Transportation to and from the Riverside MBTA station from 7am to 1am Monday – Friday and an abbreviated schedule on weekends when classes are in session. 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.

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

Academic Appeal Procedures & Process

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

All students enrolled in classes at Regis College are expected to maintain integrity in all academic pursuits. These include the writing of papers, examinations, assignments, records, and other details relating to the assessment of student performance. Any dishonesty with regard to these matters is subject to censure or penalty in proportion to the seriousness of the action. Dishonesty includes copying the answers of another person(s) during an examination, secreting unauthorized materials to assist in an examination, plagiarism, taking another’s statement(s) as one’s own without given due credit to the author (even though such material may have been restated in one’s own words), fraudulently obtaining test information, and falsifying records, transcripts, recommendations, or other documents indicative of student qualification. This list is not intended to be definitive or comprehensive. The interpretation of academic dishonesty is a function of the instructor, Department Chair, and other college officials. In proportion to the seriousness of the action, censure and penalty may extend from a failing grade in the work in question to dismissal from the College. Ordinarily, the responsibility for resolving the issues lies with the faculty member and the student. Should there be a need, the matter is referred to the Office of Academic Affairs.
While respecting the instructional setting/course as the province of the instructor, the Academic Appeal Process described below assures a full hearing for a concerned student and provides an avenue of remedy for that student. The student’s responsibility and accountability in this process are essential. The student must complete the appeal steps (see below) prior to any further appeal. The appeal procedures described in this handbook outline the process although they may be modified as necessary by the Office of Academic Affairs. Importantly, the principle goal of this process is reconciliation rather than pursuing a formal appeal.

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

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

Allegations of Academic Dishonesty: An instructor who has reason to believe that a student is guilty of academic dishonesty should inform the student. Such information may be in written or oral form and should include the penalty to be assigned. If the student agrees with the assessment or decides to take no further action, the instructor will determine and enact the penalty with the exception related to suspension/dismissal.

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

Appeal Process: Required Steps for All Academic Appeals:

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

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

Step Three: Formal Written Appeal and Conference with the School Dean/Associate Dean
If the student continues to disagree with the decision, the student must inform the instructor and the Department Chair/Program Director via email or in writing that a formal appeal will be lodged with the School Dean/Associate Dean. The School Dean/Associate Dean must receive a copy (email or written) of that notification.

The student will schedule an appointment with the School Dean/Associate Dean who will discuss with the student the area of academic concern, the formal complaint to be prepared by the student, and the formal appeal process.

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

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

The student must provide copies of the email or written appeal to the following concerned parties: the instructor, the Department Chair/Program Director, and the School Dean/Associate Dean. The School Dean/Associate Dean will meet with all concerned, separately and/or collectively, in an effort to reach an equitable solution before more formal procedures are initiated. If a remedy is not possible, the School Dean/Associate Dean will so inform the student and the Office of Academic Affairs. If the instructor accepts the recommendation, the appeal is then settled. If the instructor does not accept that recommendation or if the student finds the remedy unsatisfactory, the student may request that the Office of Academic Affairs appoint an Academic Hearing Committee to hear the appeal.

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

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

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

1. If a course instructor alleges that a student has committed a violation of the Academic Integrity Code in an individual course, the course instructor will notify the student orally and in writing.

2. The course instructor will allow the student an opportunity to respond to the allegation in writing to the course instructor within seven (7) business days of the allegation. The student’s written response must include specific evidence refuting the allegation.

3. After reviewing the student’s written response, if the course instructor affirms that a violation occurred, then the course instructor may issue an individual Course Penalty against the student.

4. To document the violation, the course instructor will provide written notification via Regis College email to the student copying: the Department Chair/Program Director, School Associate Dean and School Dean and will submit a completed written Regis College Report of Academic Dishonesty Form to the Office of Academic Affairs. Undergraduate violations may be submitted directly to the Associate Dean of Undergraduate Academic Affairs. Graduate violations may be submitted directly to the Associate Dean of Graduate Academic Affairs.

5. If there is at least one (1) prior documented violation on file for a student in the Office of Academic Affairs, the Office of Academic Affairs may impose a College Penalty against the student. A College Penalty is imposed in addition to the individual Course Penalty and in consultation with the course instructor, Department Chair/Program Director, School Associate Dean and School Dean. College Academic Penalties may include: written warning; probation; suspension; expulsion.

Academic Dishonesty: Student Right of Appeal & Responsibility of Reporting

If a student acknowledges the integrity violation, but believes that the Course Penalty or College Penalty is inappropriate, the student may appeal the decision in accordance with the Academic Appeal Process listed in the Regis College Student Handbook and complete and submit the Regis College Student Appeal of Academic Dishonesty Penalty Form to the Office of Academic Affairs within thirty (30) business days of their first notification of the integrity violation.

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/UserFiles/File/Admission/ApplicationReactivation.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

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

Copying or sharing answers on homework (on assignments where group work is encouraged or allowed, you may be called upon to individually justify your answer to the instructor)

Falsifying records, transcripts, recommendations, or other documents indicative of student qualifications

Submitting the same paper in more than one class without prior permission

Presenting someone else’s ideas or words (including Internet sources) as your own in written work, 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.

Academic Dishonesty/Dishonesty includes:

1. If a course instructor alleges that a student has committed a violation of the Academic Integrity Code in an individual course, the course instructor will notify the student orally and in writing.

Disposition of Appeal: Having received the Committee’s advisory recommendation and all relevant materials, the Office of Academic Affairs, will decide the appeal. The decision of the Office of Academic Affairs, will be binding and will be communicated to the student, the instructor, the Department Chair/Program Director, and the School Dean/Associate Dean.

Academic Integrity

All students enrolled in courses 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 Integrity/Dishonesty includes:

- Inventor...
2. **Second Violation** – Following a student’s second violation in the course, the course instructor must provide a student with written notification of their alleged violation within five (5) calendar days of the alleged violation or prior to the next class meeting (whichever comes first). This notification must include specific details regarding the student’s alleged violation. The course instructor will send this notification to the student’s Regis College email account with delivery and read receipts and will send a copy sent to the appropriate School Dean and School Associate Dean, Department Chair, or Program Director. This second notification is the final warning to the student and must include an explanation of the consequences of a Third Violation. The course instructor and the School Dean reserve the right to dismiss the student for up to one week of class meetings from the date of the second notification; if this applies, it will be indicated in the written notification by the School Dean with the course instructor receiving a copy of the email. The appropriate School Dean will convene a conference with the student and the course instructor to discuss the second violation. The student has the opportunity to respond to the alleged violation at the conference with the School Dean and course instructor; the School Dean reserves the right to meet with the student and course instructor individually.

3. **Third Violation** – Following a student’s third violation of the Classroom Code of Conduct in the course, the course instructor must provide a student with written notification of their alleged violation within five (5) calendar days of the alleged violation. This notification must include specific details regarding the student’s alleged violation. The course instructor will send this notification to the student’s Regis College email account with delivery and read receipts and will send a copy sent to the appropriate School Associate Dean, Department Chair, Program Director, and to the Vice President of Academic Affairs (VPAA). Based on the evidence provided, the VPAA will determine whether administratively dismiss the student from the course. If the student receives an administrative dismissal, the VPAA will determine whether the student will be graded according to the work completed up to the date of dismissal or receive a failing (F) grade for the course.

**CLEP (College-Level Examination Program)**

The College Level Examination Program (CLEP) enables students to earn college credit by examination. Students may take CLEP tests to demonstrate college-level competency in 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. CLEP scores should be submitted to the Director of Academic Advising.

Deferred Final Examination
The opportunity to take a Deferred Final Examination must be arranged by the student with the instructor. If permission is granted, the student must take the examination on the Deferred Examination date as scheduled by the Registrar (the Saturday of the first week of classes).

Incompletes should only be negotiated for extraordinary circumstances that are:

- beyond the student’s control and/or
- not anticipated in time for the student to withdraw from the course.

Acceptable reasons to request/grant an Incomplete include:

- significant and unexpected illness or medical event of self or close family member.
- death in the family.

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. See Academic Appeal Procedures & Process.

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.

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

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

Incompletes should only be negotiated for extraordinary circumstances that are:

- Students enrolled in courses designed to extend beyond one semester (e.g., NU 664, BMS 640 and 641, or other courses designed for field work placements that may not follow a normal semester schedule) are exempt from requesting Incomplete grades on an individual basis. In such cases, the instructor will submit a single Contract for Completion of Incomplete Grades for all the students enrolled in each of those courses.

Incompletes should not be requested or granted simply because:

- a student attended only a few or no class sessions.
- a student is busy finishing requirements for other courses.
- a student believes s/he can get a better grade with additional time.
- an extension of time to complete required work would be personally more convenient to the student.

STUDENTS’ RIGHT TO PRIVACY—FAMILY EDUCATIONAL 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 para-professional acting in a professional or para-professional capacity, or assisting in that capacity and in connection with the provision of a service or facility, to which the student has voluntarily submitted himself; records received by the College 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 ensure that the information is not released indiscriminately. A student may withhold all Directory Information by notifying the Registrar’s Office in writing. Requests for non-disclosure will be honored by the College until the Center for Student Services is notified in writing by the student to remove the action.

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

Restricted Information
As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the College will permit access only to the part of the record which pertains to the requesting 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 Educational Rights and Privacy Act. Revisions, clarifications, and changes may be made in this policy at any time and without prior notice. Additionally, the Family Policy Compliance Office (FPCO) may, on its own initiative, investigate a potential FERPA violation “when no complaint has been filed or a complaint has been withdrawn.” Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)

Annual Notification
Students will be notified of their FERPA rights annually by publication in the Student Handbook. Please contact the Center for Student Services at 781-768-7280 or visit CH 221.
Transfer of Non-Regis Courses

Students may enroll in courses during summer school or regular sessions at an approved and accredited college or university for personal enrichment, to remove deficiencies, to strengthen an area needing improvement, or to take courses unavailable at Regis College because of scheduling conflicts. To be considered for transfer, the course must be a three- or four-credit-hour course. For undergraduate students, courses must be pre-approved by the undergraduate student’s faculty advisor or the Director of Academic Advising and the student must complete and submit the required form to the Center for Student Services. Undergraduate students interested in taking courses towards their major or minor requirements must also receive pre-approval from the Department Chair or Program Director; undergraduate students interested in taking courses towards their general education/core curriculum requirements must also receive pre-approval from the Vice President of Academic Affairs or the Associate Dean of Undergraduate Affairs. For graduate students, courses must be pre-approved by the Graduate Program Director and the student must complete and submit the required form to the Center for Student Services. For students studying abroad, courses must also be pre-approved by the Director of the Center for Global Connections. Ordinarily, no more than two undergraduate courses per summer session can be taken for degree credit. No undergraduate course will be considered for transfer unless the student has achieved a course grade of C or better. 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

Withdrawal from a course is distinct from dropping a course during the Drop/Add period. A withdrawal passing (WP) or withdrawal failing (WF) is a “grade” recorded on the transcript, and becomes a permanent part of the student’s academic record. Normally, a student will earn a WF if, at the time he/she requests a withdrawal, he/she is earning a failing grade in the course. Withdrawal from a course can have a significant impact on a student’s academic standing, degree completion, progression through the major/program of study, and financial aid. A student should discuss the consequences of withdrawal with the Course Instructor, Faculty Advisor or Department Chair/Program Director, and the Office of Financial Aid, so that he/she can make a well-informed decision.

A WF is considered a failing grade for purposes of academic standing, degree completion, and status within a major. Two (2) failing grades, including WFs, will result in a student’s dismissal from his/her undergraduate or graduate program. Please see Academic Standing and Graduate Policies and Procedures sections, for further details.

In programs which limit the number of times a student may attempt/repeat a course, a WP or WF is considered an attempt at that course. Please see the Academic Standing section, or the specific requirements for each academic program for further details.

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

COUSE WITHDRAWAL PROCESS (WP and WF):

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

- Student must obtain a Course Withdrawal Form from the Center for Student Services.

- Student must complete the Course Withdrawal Form and obtain the required signatures of the Course Instructor and his/her Faculty Advisor or Department Chair/Program Director.

- The Course Instructor will determine whether the student will receive a WP or WF and will indicate that determination on the Course Withdrawal Form with his/her signature. A student will earn a WF if, at the time he/she requests a withdrawal, he/she is earning a failing grade in the course.

- The Faculty Advisor or Program Director will discuss the consequences of a withdrawal (academic standing, degree completion, financial aid, etc.) with the student and include a notation in the student’s file. Where needed, the Faculty Advisor or Program Director will refer the student to the Office of Financial Aid.

- A request for withdrawal may only be approved upon the signatures of both the Course Instructor and the Faculty Advisor or Program Director on the Course Withdrawal Form.

- Student must submit the complete Course Withdrawal Form to the Center for Student Services. A withdrawal will not be processed or entered into a student’s academic record until a completed Course Withdrawal Form is submitted to the Center for Student Services.

- The Center for Student Services will notify the following offices regarding the approved withdrawal and/or will provide a copy of the completed Course Withdrawal Form to:

  - The student
  - The Course Instructor
  - The Student’s Faculty Advisor or Program Director (Graduate Students)
  - The Office of Financial Aid
  - The Director of Academic Advising, if the student is on any form of Academic Warning or Academic Probation

Withdrawal from the College

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

* Students interested in being considered for nursing should complete four years of mathematics and natural science.
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 or the Regis College Online Application both of which may be found on our website at [www.regiscollege.edu/apply](http://www.regiscollege.edu/apply))
- Application essay
- Non-refundable $50 application fee

First-Year Students
- Official secondary high school transcript
- First-quarter senior grades/midterm grades
- Two signed letters of recommendation on official letterhead: one from a secondary school counselor/college counselor and one from a teacher
- Regis College is a Test Optional* institution.

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 catalog and/or course descriptions for courses completed or in progress
- Personal statement 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](http://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 are still required to submit their Test of English Language Proficiency (TOEFL) or International English Language Testing System (IELTS) scores as part of their admissions application (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.

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).
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. Nursing Handbook Addenda found on the Nursing Department Home Page.

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). 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 curricula 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 Advanced 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 are subject to approval by the Office of Undergraduate Affairs.

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

Applicants whose undergraduate applications for admission are more than one year old must inform the Office of Undergraduate Admission and complete a reactivation form available from the Office of Undergraduate Admission or online at [www.regiscollege.edu/UserFiles/File/Admission/ApplicationReactivation.pdf](http://www.regiscollege.edu/UserFiles/File/Admission/ApplicationReactivation.pdf).

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

Previous undergraduate Regis students who wish to return and continue their studies at Regis should contact the Center for Students Services 781-768-7270 or css@regiscollege.edu to reactivate their files through the registrar’s office.

Campus Visits & Interviews

Undergraduate prospective students and their families are encouraged to visit the Regis College campus. The College offers many opportunities for students to visit including: Open House programs, Preview Day, Information Session, Overnights, individual interviews, and student-led campus tours. Prospective students are invited to spend the day on campus, attend classes, and tour the campus.

Although we don’t require a personal interview, we strongly encourage it. After all, you getting to know us is just as beneficial as us getting to know you! Your admission counselor is assigned based on where you attend school.

The Office of Undergraduate Admission is open Monday through Friday, 9am–4:30pm, during the academic year and Monday through Friday, 8am–5pm, during the summer months. To schedule a visit please call 866-GET-REGIS (866-438-7344) or sign up at [www.regiscollege.edu/ugvisit](http://www.regiscollege.edu/ugvisit).

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.cfm](http://www.regiscollege.edu/costs_financialaid/undergraduate.cfm).

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...
Financial Aid

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 http://www.regiscollege.edu/admission/4a-new-student-apply.cfm.

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

Returning Students
Financial aid recipients must reapply for assistance each year. The FAFSA should be submitted online at www.fafsa.ed.gov by April 15 to be considered on time for the priority deadline. Additional documentation will be required for students selected for federal verification or for whom information is conflicting or changed from the prior year. Any additional information should be submitted to the Center for Student Services in College Hall 221. Additional documents may be found online at http://www.regiscollege.edu/admission/ug-financial-aid-costs.cfm. 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 based on academic achievement. Several scholarship levels exist to recognize student achievement, including: Sister Thérèse Higgins Sisters of St. Joseph Scholarship, Sister Jeanne d’Arc O’Hare Merit Scholarship, Tower Scholarship

Community College Scholarship, Phi Theta Kappa Scholarship, Anniversary Scholarship, and Presidential Catholic Scholars. The designation of a Merit Scholarship remains in effect for up to four years of undergraduate study, provided the student maintains the minimum renewal requirements. Eligibility for Merit Scholarships is limited to a maximum of eight semesters of undergraduate enrollment if the scholarship is awarded to a new, first-year student. If awarded to a transfer student, eligibility is dependent upon the class year at the time of admission (e.g., a transfer student admitted as a sophomore would be limited to a maximum of six semesters of Merit Scholarships). No determination of financial need is required.

International students may qualify for Merit Scholarships. Scholarships are limited and competitive; therefore, it is highly recommended that the completed application for admission be submitted by February 15.

Returning Financial Aid
If a student finds it necessary to leave Regis 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.
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 mid-August for the fall semester, and in December with a due date of late December for the spring semester. The exact due date is shown on the billing statements. Summer session tuition and fees are due upon registration.

No student is eligible to attend classes or to live in the residence halls unless charges owed are paid by the due date specified on the bill or unless alternative payment arrangements have been made with the Bursar’s Office. Failure to settle accounts in full, at any time, may prevent the student from receiving a transcript of grades or a degree. 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.

Payment Policies and Procedures

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

- Online for credit card and electronic transfers
  www.regiscollege.edu/student-life/current-students.cfm
  Click “Pay My Bill”

This is an internet portal through 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 $225 graduation fee will be charged to all graduating students.

Refund Policies

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

The following schedule for semester-length courses is used to determine the portion of tuition, room and board charges, and course-related fees that will be refunded depending upon the withdrawal date from a course or from 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 class</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>

*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.
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 Higher One Tuition Payment Plan. Enrollment is through their website at tuitionpaymentplan.com/regiscollege. 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 4 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans. Federal Work-Study is awarded to qualified students to assist them 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.uhcsr.com/regis. To enroll in this plan, you must also go on-line to https://studentcenter.uhcsr.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.
ACADEMIC standing

The quality of a student’s course work is indicated by grades with the following significance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>NP</td>
<td>No pass (Failure)</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>WP</td>
<td>Withdrew/Pass</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>WF</td>
<td>Withdrew/Fail</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>

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 (EN 105, EN 106, QR 101, RC 101), and/or to satisfy certain course prerequisite requirements.

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

Degree Requirements
To qualify for a Regis College baccalaureate degree, students must attain a cumulative GPA of at least 2.00 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. The maximum number of Ds in courses taken to fulfill the requirements of a major field may be no more than two. Determination and authority for dismissal from the major lie within each department/program.

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).

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-semester, 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. Intercession 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 Intercession 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. 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 Probation following Intercession 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.

Mandatory Leave of Absence (MLOA)

Students who earn three or more F grades or who fail to successfully complete 50 percent of attempted credits in any semester will be placed at this level. First semester freshmen may be given special consideration at the discretion of the Academic Standing Committee. Students placed on MLOA will develop a plan of study with the Director of Academic Advising and with their faculty advisor to address deficiencies during their semester away from Regis College. At the end of the semester of the MLOA, students may petition the Academic Standing Committee (via the Director of Academic Advising) for re-admittance to Regis College. All petitions must be in writing.

Leave of Absence Procedures

These procedures apply to all undergraduate students at Regis College.

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

I. Voluntary Leave of Absence

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

A. Request

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

B. Duration

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

C. Return

1. No less than three (3) weeks prior to the first day of classes of the semester in which the student seeks to return, the student must petition the Director of Academic Advising, in writing, of his/her intention to return at the conclusion of the stated leave period.
2. The Director of Academic Advising will contact the appropriate academic and administrative offices (including, but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar) to determine the eligibility of the student to return from the Voluntary Leave of Absence.
3. The Director of Academic Advising will notify the student and the appropriate academic and administrative offices, in writing, of the approval or denial of his or her request to return from the Voluntary Leave of Absence.

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

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

II. Academic Mandatory Leave of Absence

See above for the full Mandatory Leave of Absence policy and procedure.

III. Voluntary Medical Leave of Absence

Students may take a Voluntary Medical Leave of Absence for medical or psychological reasons.

A. Request

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

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

3. The Director of Academic Advising will notify the student and appropriate academic and administrative offices (including, but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar), in writing, of the leave request approval or denial and submit the completed form to the Center for Student Services for recording.

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

B. Duration

The duration of a Voluntary Medical Leave of Absence will be a minimum of one (1) academic semester to a maximum of one (1) calendar year.

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

IV. Involuntary Medical Leave of Absence

An Involuntary Medical Leave of Absence does not include a request process.

Regis College may place a student with medical and/or psychological issues on an Involuntary Medical Leave of Absence when that student 1) poses a direct threat to health and safety of self or others, or 2) consistent with the Americans with Disabilities Act, is determined to be not able to successfully continue his or her academic studies due to a medical and/or psychological issue and is not willing to take a Voluntary Medical Leave of Absence. The Vice President of Student Affairs (or his or her designee) makes this determination in consultation with the appropriate academic and administrative offices.

A. Duration

The duration of an Involuntary Medical Leave of Absence will be a minimum of one (1) academic semester to a maximum of one (1) calendar year.

An extension or reduction of the leave period may be granted by the Vice President of Student Affairs for good cause.

V. Return from Voluntary Medical Leave of Absence and Involuntary Medical Leave of Absence

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

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

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

4. The Vice President of Student Affairs (or his or her designee), in consultation with the Director of Community Health Services and/or the Director of Counseling Services and any other appropriate academic and administrative offices, will determine the eligibility of the student to return from the Voluntary or Involuntary Medical Leave of Absence.

5. The Director of Academic Advising will notify the student and the appropriate academic and administrative offices, in writing, of the approval or denial of his or her petition to return from the Medical Leave of Absence prior to the start of the semester.

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

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

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

VI. Academic Program Considerations

Some academic programs and departments have program-specific requirements and/or criteria required for successful completion of the academic program. These program-specific criteria may require that a student on leave provide additional medical documentation and/or meet additional criteria for return in the context of Voluntary Medical Leave of Absence or Involuntary Medical Leave of Absence. Therefore, a student considering a leave should consult his or her academic program or department regarding his or her Leave of Absence.
VII. Financial Aid Considerations
Taking a Leave of Absence may also include financial implications. Before taking any Leave of Absence, a student should consult the Center for Student Services to discuss any impact the leave may have on his or her financial aid.

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

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

* 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
professional tutoring, review sessions, and online/print resources. We work continu-
ously and closely with faculty, staff, and students to establish additional programs that
enhance student learning.

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

SMARTTHINKING – Online tutoring that gives Regis students access to live, around-the-
clock tutoring and writing assistance.

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

- Individual career counseling sessions with the Center’s Director.

- Career development services include career and self-assessment, skill development,
  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.

- On-campus recruitment events: employer informational sessions, job fair and
  other career development events.

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

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

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

The first floor College Hall labs are available 24 hours 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 provides 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 log in to the
Regis Secure network.

Students using personal computers, smartphones and devices to access the Regis
network (wireless and wired) must utilize anti-virus, firewall and anti-spyware software
to protect their computers and devices as well as campus technology resources.

Faculty, staff and students are responsible for reading and adhering to the
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.

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 and Friday
through Sunday from 8am to 5pm.

The Pearl Nelson Education Resource Center
The Pearl Nelson Education Resource Center, located on the third floor of the
library, is an integral part of the Regis 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 a Smartboard, an on-line catalog, five computers, binder, tape recorders,
digital camera, laminator, and a VCR/DVD. The Center also includes assistive
technology and software for the instruction of students with special needs including
BoardMaker software and Iris Pen. The Center is open to all undergraduate and
graduate education students during regular library hours or for specialized service by
appointment.

The Clinical Resource and Simulation Center and the Merrily Crowley
Education Unit
The Clinical Resource and Simulation Center offers nursing students a variety of
opportunities, within six nursing laboratories, to enhance clinical nursing skills. High
Fidelity simulators, an electronic medication dispenser, and electronic documentation
software allow the laboratory setting to mirror the clinical setting. Students enrolled
in the Lawrence Memorial/Regis College Nursing and Radiography programs use the
nursing and radiography laboratories on the Medford campus.
Honors Program
The Honors Program at Regis offers qualified students a stimulating and challenging learning experience and opportunities for distinguished scholarship. Through a combination of rigorous coursework, supported service-learning experiences, and exciting enrichment activities, the Honors Program prepares students to become leaders committed to the betterment of the human condition and our society, a goal that is central to the Regis College mission. Please consult with Honors Program Advisor, Dr. Michelle Cromwell, for additional information.

Honors Program Eligibility
First year students who have been accepted to Regis with combined SAT scores of at least 1100 (verbal and math) and a high school GPA of 3.50 or above, are invited to participate in the Honors Program. Additionally, students can also be invited to participate if they have a GPA of 3.7 or higher and have opted to submit no test scores. Students who are not yet in the Honors Program and who have earned a cumulative GPA of 3.50 or higher after at least one year at Regis may apply for admission to the program. Students must maintain a cumulative GPA of 3.30 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 participate in approximately 20–30 hours of community leadership, service learning and/or personal enrichment projects and programs on and off campus. Included in this commitment is a 30-hour service-learning experience which is a part of the capstone component for the Honors Seminar, ID 330 Contributing to the Common Good. During the senior year, Honors Program students may also be invited to assist faculty in teaching honors level courses, to undertake advanced research projects, or to assume leadership in the operation of the Honors Program.

Enrichment: Throughout their undergraduate years, students enrolled in the Honors Program are expected to take advantage of a variety of personal and academic enrichment activities and mentoring opportunities that are offered both on and off campus.

College Honors at Graduation
The bachelor’s degree is awarded with College Honors. Students can take no more than four courses total required for graduation on a pass/no pass basis.
College Honors are based on the following GPA criteria:

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

Transfer students who have completed a minimum of 17 to 25 courses (for the class of 2012) or 54 credits (classes of 2013 and beyond) at Regis 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 Office of Undergraduate Academic Affairs. The student should consult with the faculty advisor as to the benefit of taking a course at one of these institutions and then visit the Center for Student Services for appropriate forms.

Courses offered

Individualized Study

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

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

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

- **Internships**
  
  Regis College actively promotes, and often requires, that students participate in internships and other experiential learning opportunities. The Center for Internships and Career Services was created to provide students with the tools they need to secure an internship(s) and ultimately a job in their field of choice. The Center runs classes, workshops and provides one-on-one counseling to prepare students to find and 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, students can examine and clarify their own career-related interests, abilities, and values in a variety of fields.

  Under the direction of experienced professionals, student interns observe and participate in practical work settings. A faculty member serves as an advisor to each student who undertakes an internship. See the Director of Internships and Career Services for appropriate forms.

  The Director of Internships and Career Services catalogs all internship requests received from employers. The perspectives of students who have previously completed internships are also available for perusal. Possibilities for internship placements exist within the public, private, and non-profit sectors. Career interest areas include the sciences, healthcare, environmental affairs, social action, public administration, law, criminal justice, human services, education, fine and graphic arts, communication, finance and business. Regis 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, Undergraduate Academic Affairs, 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, Undergraduate Academic Affairs.

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

  **Pre-Law Program**

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

  These include:

  - comprehension and expression in words, both oral and written
  - critical understanding of the human institutions and values with which the law deals
  - creative power in thinking and problem solving
Regis College also has an articulation agreement with the Western New England College School of Law (WNE SOL). 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 WNE SOL.

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
The Study Abroad Office is part of the Center for Global Connections at Regis College. Study abroad experiences can be tailored to individual comfort levels so students get exactly what they want from the experience. The amount of time spent overseas could range from a few weeks in the summer to an entire academic year.

Students can choose to live with host families, among foreign students, or surrounded by other Americans. A number of programs are offered and scholarships and financial aid may also available.

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

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

Students interested in foreign study should consult with the Center for Global Connections for information on programs and procedures. The Center is located in College Hall 207 and can be reached by calling 781-768-7843.

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.
Commuter Student Services
Regis provides an abundance of activities and support services for commuter students. The Student Programming and Leadership Department plans social events and hosts a series of Commuter Luncheons throughout the year. 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.

Student Disability and Accessibility Services
Regis College is a community of diverse learners. Whether students have academic support needs or physical accommodation needs, Regis offers an array of services that can support our students, both in the classroom and beyond. In order to receive these services, students must register with the Office of Student Disability and Accessibility Services (OSDAS) and provide the necessary documentation and diagnostic testing. The Director of OSDAS is available to meet with students to review their documentation and discuss their unique needs. OSDAS is located in College Hall 309, within the Academic Center for Excellence. Lawrence Memorial/Regis College Nursing and Radiography students seeking accommodation for documented disabilities should contact the Director, Student and Alumni Services, on the Medford campus.

International Student Services
International students face a wide variety of challenges while studying in the United States. Those issues can include immigration issues, visa questions, as well as learning how to adapt to a new and different culture. The Office of International Student Services provides students with support for any and all situations that may arise while studying at Regis College. The staff is well versed in the rules and regulations for F-1 students, and can help students navigate policies set forth by the Department of Homeland Security. Additionally, the Office endorses an environment in which all members of the campus have an understanding and appreciation of the international perspective and sustains this mission through cultural, educational, and social programming.

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 215 or call 781-768-7049.
- AAA (Asian American Association)
- BSO (Black Student Organization)
- CAB (Campus Activities Board)
- Campus Ministry
- Class Officers
- Commuter Association
- CVSA (Cape Verdean Student Association)
- Dance Company
- Dynasty Step Squad
- Education Club
- Glee Club
- GNSO (Graduate Nursing Student Organization)
- GSA (Gay-Straight Alliance)
- HASO (Haitian American Student Organization)
- Hemetera Literary Magazine
- Instrumental Ensemble
- International Student Club
- LASO (Latin American Student Organization)
- Mount Regis (Yearbook)
- Nuclear Medicine
- Orientation Staff

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.
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 12 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
- Criminal Justice Studies
- Global 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

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 2015, students must fulfill requirements in the following areas:

HERITAGE AND FOUNDATION
FIRST YEAR SEMINAR: (3 credit hours) RC 101 (fall semester)
MATHEMATICS: One of the following: MA 101, MA 103, MA 105, MA 210, MA 212, or MA 220
WRITING: EN 105 Writing Seminar and EN 106 Critical Reading, Thinking and Writing
RELIGIOUS STUDIES: One of the following: ID 222, RS 102, RS 107, RS 108, RS 201, RS 202, RS 206, RS 208, RS 211, RS 215, or RS 216
PHILOSOPHY: One of the following: PH 101, PH 103, PH 104 or PH 201
ETHICAL REASONING AND ANALYSIS: One of the following: ID 304 Exploring Ethics, BI 401 (Science majors only), or RS 305/551

CONTEMPORARY WORLD AND SELF
HISTORY: One of the following: HI 103, HI 104, HI 106, HI 107, HI 108, HI 111, HI 112, HI 113, HI 211, HI 318, HI 322, or HI 354
Note: Nursing majors choose between a course in History or a course in Literature.
LITERATURE: One of the following: EN 204, EN 205, EN 206, EN 211, EN 218, EN 222, EN 305, EN 305A, EN 311A, EN 322, EN 325 (cross-listed as SP 325), ID 220-07, SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross-listed as EN 325)

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

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

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

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

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

EXPRESSION ARTS: A total of 3 credit hours selected from the following offerings: AH 201, AR 222, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 209A, EN 210, EN230, GD 241, IT 101, IT 102; 3 credits will be earned after two consecutive semesters of Chamber Singers (MU 320, MU 321); 3 credits will be earned after three semesters of Glee Club (MU 315, MU 316), 3 credits will be earned after three semesters of Instrumental Ensemble (MU 300), PG 100*, SP 100*, SP 101, SP 102, SP 201, SP 202, TH 201, TH 203, TH 207, TH 208, TH 306, TH 508.

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

APPLICATION AND INTEGRATION

The Core Capstone Experience

Creation of an electronic portfolio during the Senior year.

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

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

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

HERITAGE AND FOUNDATION

FIRST YEAR SEMINAR: RC 101 (fall semester)

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

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

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

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

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

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

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

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

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

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

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

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

CONTEMPORARY WORLD AND SELF

HISTORY: One of the following: HI 104, HI 106, HI 107, HI 108, HI 111, HI 113, HI 200, HI 203 (currently HI 103), HI 211, HI 307, HI 354, or MS 201.

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

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

LITERATURE: One of the following: EN 204, EN 205, EN 206, EN 211, EN 218, EN 222, EN 305, EN 305A, EN 311A, EN 322, EN 325 (cross-listed as SP 325), SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross-listed as EN 325).

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

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

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

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

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

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

NATURAL SCIENCES: One of the following: BI 103, BI 104, BI 108, BI 203, CH 103, CS 103, ID 224A, ID 224B, PS 205.

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

AND

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

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

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

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

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

APPLICATION AND INTEGRATION

The Core Capstone Experience

Creation of an electronic portfolio during the senior year.

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

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

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

HERITAGE AND FOUNDATION

FIRST YEAR SEMINAR: RC 101 (fall semester)

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

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

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

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

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

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

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

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

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

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

ETHICAL REASONING AND ANALYSIS: ID 304 Exploring Ethics, BI 401 (Science majors only) or RS 305/351

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

CONTemporary WORLD AND SELF

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

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

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

LITERATURE: One of the following: EN 204, EN 205, EN 206, EN 211, EN 211A, EN 218, EN 222, EN 305, EN 305A, EN 311A, EN 322, EN 325 (cross listed as SP 325), SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross listed as EN 325).

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

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

SOCIAL SCIENCES: One of the following: CO 206, CO 209, EC 203, HI 104, HI 108, HI 112, HI 201, HI 218, HI 290, HI 303, HFS 150, ID 214, ID 230, MT 203, NU 203, PBH 200, PO 210, PO 211, PO 230.

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

AND

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

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

NATURAL SCIENCES: One of the following: BI 103, BI 104, BI 108, BI 203, CH 103, CS 103, ID 224A, ID 224B, PS 205.
Learning Outcome: Students will assess the role, interaction, and limitations of science in complex issues, including technology, society, and ethics.

AND

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

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

EXPRESSIVE ARTS: One of the following: AH 201, AH 304, AH 306, AH 313, AR 221, AR 222, AR 337, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 299A, EN 210, EN 230, GD 241; GD 347; IT 101, IT 102, MU 208, two consecutive semesters of Chamber Singers (MU 320, MU 321), three semesters of Glee Club (MU 315, MU 316), three semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, SP 101, SP 102, SP 201, SP 202, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.

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

APPLICATION AND INTEGRATION

The Core Capstone Experience

Creation of an electronic portfolio during the senior year.

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

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

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

HERITAGE AND FOUNDATION

FIRST YEAR SEMINAR: RC 101 (fall semester)

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

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

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

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

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

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

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

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

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

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

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

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

CONTEMPORARY WORLD AND SELF

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

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

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

LITERATURE: One of the following: EN 204, EN 205, EN 206, EN 211, EN 211A, EN 218, EN 222, EN 300, EN 305A, EN 311A, EN 322, EN 325 (cross listed as SP 325), SP 250, SP 307, SP 308, SP 311, SP 312, SP 318, or SP 325 (cross listed as EN 325).

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

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

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

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

AND

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

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

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

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

AND

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

Learning Outcome: Students will apply the scientific method, develop quantitative problem solving skills and use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.
EXPRESSION OF ARTS: *One* of the following: AH 201, AH 304, AH 306, AH 313, AR 221, AR 222, AR 337, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 209A, EN 210, EN 230, GD 241; GD 347, IT 101, IT 102, MU 208, two consecutive semesters of Chamber Singers (MU 320, MU 321), three semesters of Glee Club (MU 315, MU 316), three semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, SP 101, SP 102, SP 201, SP 202, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.

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

APPLICATION AND INTEGRATION
The Core Capstone Experience
Creation of an electronic portfolio during the senior year.
(Note: The Core Capstone Experience will be cross-listed with the capstone course required in students' major.)
(Note: A single course may not be taken to meet more than one requirement within the Core Curriculum.)

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
- Chemistry
- Cinema Studies
- Communication
- Comparative Politics
- Dance
- Economics
- Educational Theatre
- English
- Fine Arts Studio
- Global Business Management
- Graphic Design
- International Relations
- Law and Government
- Mathematics
- Music
- Psychology
- Public Health
- Public Relations
- Religious Studies
- Social Work
- Spanish
- Theatre
- Women’s Studies
- Writing
INSTITUTE OF Advancing Studies

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. The Institute of Advancing Studies (IAS) was established in May 2014 and launching in Fall 2014 for those Continuing Education students seeking to complete a bachelor’s degree in a flexible and affordable way. IAS students may be enrolled in the same courses taken by our traditional, full-time undergraduates. IAS courses are also offered during the weekend, evening, daytime, online and hybrid. IAS students are held to the same academic standing requirements as traditional undergraduates. However, IAS students are not eligible to join Regis student clubs or participate in other extra-curricular activities, nor are they eligible to live in on-campus housing or to participate in varsity sports.

Admission for IAS students
Regis offers rolling admission for the IAS Program, however some programs have specific entrance requirements. Applications for admission are reviewed once the application is complete. Students are notified of the decision within two weeks of receipt of the completed application. All prospective students with a high school diploma or its equivalent and an associate’s degree or diploma are eligible to apply for admission to a baccalaureate program. Regis offers specialized advising and assists 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 IAS 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)

Acceptance to the IAS rests with the Associate Dean of Undergraduate Academic Affairs. The academic potential of each applicant is considered, and those judged to show promise of academic success are admitted. Non-degree seeking students may register for most of Regis’ course offerings as long as they have met any pre-requisite requirements. To register, please call 781-768-7160.

Financial Aid
Matriculated IAS students may be eligible for financial aid. Those who are enrolled in a:
- Minimum of six credits (two courses) per semester are eligible to apply for a Federal Direct Loan, Federal Work-Study, and the Federal Perkins Loan.
- Minimum of three credits (one course) are eligible to apply for a Federal Pell Grant.

Academic Programs for IAS students
IAS students are welcomed to apply to several Regis undergraduate programs. In order to receive their degree, students must meet the College’s general education requirements, as well as their major requirements, and any other graduation requirements as specified in this catalog. Programs include Medical Imaging Completion Program, Interventional Radiology, Breast Imaging, Nursing Bachelor’s Completion Program, and Paralegal Studies. Other courses and programs can be considered with approval of the Director of IAS.

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 Summer Courses at Regis contact the IAS at 781-768-7330 or graduatedepartment@regiscollege.edu.

Lifelong Learning at Regis College (LLARC)
Lifelong Learning at Regis College is an intellectually enriching program providing non-degree educational opportunities, social interaction, and integration with the Regis 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 one afternoon a week.

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.

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

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

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

First-Year Seminar

David Gilmore and Walt Horner, Program Co-Directors

The Regis 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 the historic precedents, interrelationships, interconnections, and interactions between all disciplines. 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 Major provides students with the essential skills and knowledge of Art, Music, Theatre, and Dance. Through experiential programming, students explore and gain an understanding of the interconnectedness 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 interconnectedness.
- 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 Major.

Required for the Major

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

Major Core Requirements

AH 201, MU 105, TH 203, Arts Criticism, Arts Purpose, and an Interdisciplinary Arts Capstone.

Major Concentration Requirements

The Interdisciplinary Arts students are required to choose six elective courses within their selected concentration. The available concentrations are: Art, Art History, Music, Theatre, Dance and Arts Administration. Please consult the Department of Academic Advising web page for sample four-year degree completion plans and suggested courses at: http://www.reguscollege.edu/academics/ug-programs.cfm

MINORS

ART

Required for the Minor
AH 201, AR 221

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

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.
- Demonstrate the application of multiple forms of Critical Theory in the consideration of works of art.
- Demonstrate the ability to represent ideas visually. This has traditionally been done by means of drawing. This program embraces the use of new technologies, including the iPad, to facilitate representation in the digital age.
- Demonstrate their ability to organize the elements of art by applying design principles in both two- and three-dimensional contexts.
- Demonstrate proficiency in a range of visual media, traditional and contemporary, appropriate to engage in creative inquiry.
Student Learning Outcomes for Minor in Art History

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 resources. 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 eBooks. (The technology used is to be updated regularly.)
- Demonstrate proficiency with color. Students are expected to develop the ability to perceive color with accuracy, to identify and control its constituent elements, and to understand and apply the various Theories and Models, historic and present, used across disciplines and media when working with color.
- Demonstrate proficiency in a range of visual media, traditional and contemporary, appropriate to engage in creative inquiry.
- Demonstrate the ability to formulate questions requiring creative inquiry, access the resources necessary to engage the process and to produce artwork that is the product of that inquiry.
- Exhibit their work on a regular basis and develop the habit of critical analysis by engaging in the critique of their own work and the work of others.

GRAPHIC DESIGN

Required for the Minor or Certificate for non-degree-seeking students

Required for the Graphic Design concentration available for students majoring in Communication
GD 241, GD 242, GD 341, GD 342, GD 345.

Student Learning Outcomes for Minor in Graphic Design

Students will:
- Demonstrate the ability to represent ideas visually.
- Demonstrate their ability to organize the elements of art by applying design principles in both two- and three-dimensional contexts.
- Demonstrate proficiency with color. Students are expected to develop the ability to perceive color with accuracy, to identify and control its constituent elements, and to understand and apply the various Theories and Models, historic and present, used across disciplines and media when working with color.
- Demonstrate proficiency in a range of visual media, traditional and contemporary, appropriate to engage in creative inquiry.
- Demonstrate the ability to formulate questions requiring creative inquiry, access the resources necessary to engage the process and to produce artwork that is the product of that inquiry.
- Exhibit their work on a regular basis and develop the habit of critical analysis by engaging in the critique of their own work and the work of others.

FINE ARTS STUDIO

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.

Student Learning Outcomes for Minor in Fine Arts Studio

Students will:
- Demonstrate the ability to represent ideas visually.
- Demonstrate their ability to organize the elements of the visual language by applying design principles.
- Develop appropriate vocabulary to communicate the complexity of visual analysis in speaking and writing about the visual works they create.
- Demonstrate the ability to formulate questions requiring creative inquiry, access the resources necessary to engage the process, produce artwork that is the product of that inquiry, and apply the outcome to the communication objectives of the client.
- Demonstrate proficiency in a range of visual media, traditional and contemporary, appropriate to engage in creative inquiry in service of client communication objectives.
- Make oral presentations using multimedia hardware and software with a current focus on iPad technology and to publish these projects as eBooks. (The technology used is to be updated regularly.)
- Prepare a portfolio of work appropriate for entry to graduate study in graphic design or communication and career opportunities in graphic design, communication design, motion graphics in either corporate or non-profit work settings.

MUSIC

Required for the Minor
MU 103, MU 104, four semesters in musical organization (MU 300, MU 315, MU 320)

Elective Courses
MU 207, MU 209, MU 210, MU 211, MU 300, MU 306, MU 307, MU 308, MU 310, MU 318, MU 333, MU 336, MU 409, MU 410

THEATRE

Required for the Minor
TH 201, TH 203, TH 205, TH 207, TH 306

Elective Courses
Select one from the following: DA 204, TH 206, TH 208, TH 216, TH 301, TH 303, TH 307A, TH 308, TH 311, TH 320, TH 321/322, TH 325, TH 327, TH 409A, TH 409B, TH 409C, CO 240

EDUCATIONAL THEATRE

Required for the Minor
TH 203, TH 301, TH 306, TH 325

Elective Courses
Select one course from the following: DA 204; TH 201, TH 203, TH 205, TH 206, TH 208, TH 216, TH 308, TH 311, TH 321, TH 322, TH 327

DANCE

Required for the Minor
DA 201, DA 204, DA 319; TH 208

Elective Courses
DA/TH 320 Special Topics in Theatre and Dance, any two Dance courses offered at Boston College (three-credit courses) or Special Topics courses in Dance at Regis College

ART HISTORY

Required for the Minor
AR 201, AR 304, AR 306

Elective Courses
Select at least three from: AR 310, AR 315, AR 333, AR 221, AR 222, AR 321

Student Learning Outcomes for Minor in Art History

Students will:
- Demonstrate the ability to formulate questions requiring creative inquiry, access the resources necessary to engage the process, produce artwork that is the product of that inquiry, and apply the outcome to the communication objectives of the client.
- Demonstrate proficiency in a range of visual media, traditional and contemporary, appropriate to engage in creative inquiry in service of client communication objectives.
- Make oral presentations using multimedia hardware and software with a current focus on iPad technology and to publish these projects as eBooks. (The technology used is to be updated regularly.)
- Prepare a portfolio of work appropriate for entry to graduate study in graphic design or communication and career opportunities in graphic design, communication design, motion graphics in either corporate or non-profit work settings.
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 dramas in visual narrative. Contemporary artists continue to pursue the study of anatomy as a central skill in visual communication and artistic expression. Prerequisite: AR 221.

AR 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, and/or narrate. Emphasis is placed on developing a working understanding of the role of the illustrator/artist in the creation of graphic communication and 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 with 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 the Hypercube. Projects enable students to resolve the more advanced problems of pictorial structure and organization and to arrive at a keener appreciation of the aesthetic. Prerequisite: AR 221.

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

AR 335 Relief Printmaking
Experimentation with linocuts, and woodcuts prepares the student to create small editions of prints with the tools and procedures printmakers from Durer and Rembrandt to Picasso constantly investigated to spark their imagination and creativity. Prerequisite: AR 221 or with permission.

AR 336 Mixed Media: Collages, Monotypes, Monoprints
This course introduces a variety of techniques to produce one-of-a-kind, limited edition multiple images. Utilizing traditional and non-traditional methods of printmaking and collage, students focus on individual subject matter and work to develop visual themes. Emphasis is placed on original and creative image making, as well as the use of found objects and materials. The student-artists will be exposed to contemporary artists and their work. Prerequisite: AR 221 or with permission.

AR 337 Computer Animation I
The aim of this course is to introduce the student to and develop a basic proficiency with computer-based animation. Through a series of exercises and assignments, the student is introduced to the basic concerns of the animator; a wide range of animation approaches and styles; and the techniques associated with the reproduction of computer-based animation. Macintosh computer skills required.

AR 338 Computer Animation II
This course continues the work begun in AR 337 and provides the student the opportunity to develop and complete a "short" original animation. Pre-requisite: AR 337, or with permission.

AR 409, AR 410 Individualized Study in Fine Arts
Permission of Department Chair required.

FA 208 Demystification of the Arts
Art, music and theatre give an overview of the historical background that produced the world’s greatest artists and playwrights. Imaging techniques are developed by utilizing technology and engaging in role playing and strategies of group interaction.

GRAPHIC DESIGN
GD 241 Graphic Design I
This foundation course investigates the transformation of source information (image and text) into visual idioms 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 projects for design application is introduced. Emphasis is placed on the ideation process. This studio and lecture based instruction introduces and develops basic proficiency with industry standard graphic software.

GD 242 Graphic Design II
This course examines the practice of integrating imaging, 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 basic of typography are examined, and focus is placed on developing an appreciation for the central role typography plays in the design of publications. An expanded design vocabulary will be built for use in intermediate level courses. Prerequisite: GD 241 or 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 permission. (Please write all Graphic Design courses with Italics Book Author in the creation of eBook formatted materials)

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

GD 345 Creative Publications
Further acquisition of skills essential for professional practice in print and multimedia design is the focus of this course. The design and production of integrated corporate materials such as annual reports, package design, and other collateral material provide student designers the vehicles used to develop these capabilities. Creative projects using digital software tools will be developed in this studio class. Project management issues are introduced and a range of tools is surveyed. Prerequisite: GD 342 or 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 class provides the student with the opportunity to design documents for electronic distribution using a range of HTML page design tools. Issues of human interface design, data organization, multimedia extensions, site design, and maintenance are addressed. Course format is a combination of lecture, demonstration, and hands-on sessions. Students should be familiar with the basics of the Macintosh and bitmapped editors such as Adobe Photoshop before enrolling in this course.

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

MUSIC
MU 103 Introduction to Musicianship
This course is designed as a sequel to Introduction to Musicianship for students who have had some little or no formal musical experience. The course includes music notation, chords, and basic keyboard techniques. Each student participates at a computer/keyboard station to learn interactive techniques through state-of-the-art MIDI (Musical Instrument Digital Interface) applications. 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 had some musical experience. It includes study of intervals, 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 105 Introduction to Music
This course will give a broad overview of the elements of music. It covers basic note-reading techniques, music theory, identification of instrumentation, genre and musical forms, as well as an historic overview of music. An important element of this course is listening to and examining of musical master works from a variety of periods and styles. At the conclusion of the course, students will be prepared for more advanced study in music theory, history, and applied music.

MU 207 What to Listen for in Music
This course is an exploration of the wide range of music heard today: western, nonwestern, popular, and classical. The course examines various elements, styles, and forms of music, and includes lecture, discussion, critical listening, field trips, and concert attendance. Students gain skills that will enable them to become more sophisticated listeners.

MU 208 History of Rock and Roll
Delivered completely online, this course will use e-resources, including the required text, of what became a major component of pop culture. With the support of YouTube to hear archival recordings and the Rock and Roll Hall of Fame website among others, students will gain perspective on the evolution of pop music and its correlations to societal, cultural and political shifts in the American landscape.

MU 210 Class Piano I
Piano I is designed to teach beginners to play the piano. Students gain basic skills and confidence in note-reading, rhythm, and technique. Each student participates in their 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 accompanying 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. evenings. Students take the course on a Pass/No Pass basis; students are expected to (1) attend all weekly rehearsals, (2) attend additional rehearsals immediately before a performance if necessary, (3) practice outside of class time, and (4) participate in all performances. Students must supply their own instruments. Registration in Fine Arts Center Music wing as posted.

MU 306 Women and Music
This course will focus on the often-neglected work of women in music, particularly but not exclusively in relation to the professional music world. Women’s work as composers, performers, teachers, or patrons of music and songwriters, patrons and clubwomen will be examined. Class time will be spent discussing assigned readings, listening to recordings of work by women, hearing guest performers, and presenting group projects.

MU 307 Symphonic Music
Symphonic literature from the eighteenth century to the present. Study of works by Haydn, Mozart, Beethoven, the Romantic composers, and such twentieth-century figures as Stravinsky and Carter.

MU 308 Music and Theatre
A study of selected major musical, dramatic works of western music, with special emphasis on opera, the musical, and ballet.

MU 310 The Piano and Its Music
A study of select 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 leadership opportunities, including service as choral officers, section leaders, and concert tour organizers. Singers learn basic note reading and correct singing techniques. Repertoire includes a broad range of musical styles including classical works, folk songs, spirituals, show tunes, and popular music. Activities include performance for various campus functions, including special liturgies, and exchange concerts. Every three years the Glee Club also travels to Europe on the Concert Tour. The last trip was to 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 choruses), and 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, chordal, and 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 technology. Emphasis on the music, the creators of the music, the performance practices, and the concert scene in the cultivated, the vernacular, and the “crossover” styles.

MU 336 Musical Forms: Shaping Forces in Music
An introduction to musical form and analysis. The course will focus on the shaping forces in music. Students will study formal and structural characteristics of small and 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 AND DANCE

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 the student 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
Designed to examine both the process and product of movement of the actor. Emphasis is supported by a variety of music pieces: from contemporary pop and rap to World Music. Classes begin with a warm-up designed to increase the strength of the actor. This is followed by ensemble and individual movement work focusing on the development of theatrical expression through character and story. A playful course; no dance or movement experience necessary.

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 range 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 also considered in this course. Research and performance projects required.

TH 207 Acting
Designed for beginning actors and for those who want to refresh their skills, this course offers students the fundamentals of acting, from training in basic stage behavior to character and script analysis. Students will work on monologues and two-actor scenes. They will attend theatre performances in the greater Boston area to observe actors at work.

TH 208 Musical Theatre
This course will examine Musical Theatre in its social, historical, and creative context and introduce students to the major musicals 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 traditions of the world. 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 in plays (scripted and devised) for young people. Themes 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 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 in 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.

DA 320 Choreography

This course will introduce basic concepts of choreography through movement exploration and creative problem solving exercises. Students will investigate the theory and methods of dance creation through the study of modern choreographers and choreographic techniques and theories. Course will culminate in a formal production of student-created pieces.

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 related disciplines, students will gain a deeper understanding of the theory, history, and practice of the evolving role that theatre, dance, and film play in our society.

TH 409, TH 410 Individualized Study

See Natural Sciences

BIOLOGY

See Natural Sciences

CHEMISTRY AND PHYSICS

See Natural Sciences

CO-CURRICULAR

Co-Curricular Learning Overview

Regis College offers credit bearing co-curricular learning opportunities (courses) designed to enhance the academic program and engage students in learning beyond the classroom. A student can take no more than two (2) co-curricular learning courses and earn no more than three (3) co-curricular learning credits in any academic term (semester). Co-curricular learning credits earned in an academic term will be used to help determine student status, academic standing, and financial aid eligibility. Co-curricular learning credits cannot be used to replace the course requirements of the Core Curriculum.

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

CO-CURRICULAR COURSE DESCRIPTIONS

CC 100 Peer and Team Leadership

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

CC 101 Community Leadership Development

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

CC 102 Leadership for Social Change

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

CC 103 Principles of Health and Wellness

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

COMMUNICATION

- Joan Murray, Department Chair
- Colleen Malachowski, Graduate Program Director
- Sara Weinstein
- Jim Armstrong
- Mark W. Kennedy
- Naomi Koeter
- Lindsay Caddle LaPoint
- Kirsten Wharten
- Thomas Meade

Student Learning Outcomes for Communication

Students will:
- Demonstrate ability to analyze and apply the major theories within the discipline.
- Prepare 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 Communication Major

Three courses in Theory: CO 203 and two of the following: CO 206, CO 209, CO 305, CO 306, CO 322, CO 332, CO 334.

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 400 and CO 401.

In addition, students must complete an internship (ID 413) or independent study, complete three TH/CO/DA electives, and take four courses beyond the introductory level in another department or complete an outside minor.

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

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

MINOR

COMMUNICATION

Required for the Minor

CO 203; one additional Theory course: CO 206, CO 209, CO 305, CO 306, CO 322, CO 322, CO 334; two courses in Advanced Writing: CO 212, CO 219, CO 220, EN 223; one course in Oral Communication: CO 204 One additional communication elective

COURSE DESCRIPTIONS

CO 203 Introduction to Communication

This course provides a broad survey of communication and its various components. Topics include intrapersonal, interpersonal, public and mass communication, as well as the study of language and meaning, listening, and nonverbal communication.

CO 204 Public Speaking

The goal of this course is to help students gain ease and confidence speaking in front of an audience. Students learn to research, organize, and deliver a variety of public speeches.

CO 206 Introduction to Public Relations: Foundations and Principles

This course covers the role of public relations in the profit and non-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 perception, identification of internal and external publics, the use of audience research, and the tools and techniques of the public relations profession. Prerequisite: EN 105 or 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 focuses on historical social influences, prominent directors, genres, and major themes. The loss of the female voice and distortion of women in American filmmaking is also examined.

CO 208 Introduction to Cinema Studies

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

CO 209 Communication Media

An historical overview of the development of the communication media since the Communication Revolution of the 19th Century. The nature, scope and function of the print, film, sound and electronic media will be examined. Includes 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 workshops, independent, outside-of-class research. Writing and project presentation skills will be stressed. Public relations, marketing, in-house communication (company newsletters, etc.), advertising, and promotional writing will be covered. Prerequisite: EN 105 or with instructor permission.

CO 214 Introduction to Broadcasting

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

CO 215 Video Production I

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

CO 219 Journalism

This course will review the traditional criteria of news value and the basic skills essential to the journalists role as reader, writer, reporter, and editor. Students study the six major papers utilizing current computer technology.

CO 220 Feature Writing

The course focuses on feature writing for publication in contemporary print or online media and emphasizes the basics of the non-fiction writer: interviewing, reporting, writing, editing, and revising. Students write and critique a wide range of non-fiction 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. Students will have hands-on experiences with a variety of digital technologies, their uses and applications in the field of communication. Preference to majors.

CO 222 Photography I

This is a course in the fundamentals of photography for the advanced student. Color composition and color theory are studied. An introduction to the basics of digital photography and printing is included. An SLR manual camera is required.

CO 240 Screenwriting

Beginning Screenwriting provides students the opportunity to develop a film script while increasing their use of individual voice, creative method and screenwriting technical skills. All students will produce a completed treatment, script outline, and first act of a feature length screenplay. As every writer has an individual working style, each student will be encouraged to develop a creative approach appropriate to his or her needs and subject matter.

CO 302 Film Theory and Criticism

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

CO 304 Advanced Public Speaking

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

CO 305 Small Group Communication

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

CO 306 Interpersonal Communication

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

CO 320 New Media

In this course students will develop an understanding of the interrelatedness and applicability of new media technology for a variety of purposes. The course will feature web-based tools for social networking (YouTube, Wordpress, Second Life, Flickr), mobile communications (Twitter and location-based media tools), and digital audio and syndication (iTunes and Evoca). Team projects will allow students to develop collaborative skills and demonstrate proficiency in using these communication technologies for business and professional purposes. Prerequisite: CO 221 or CO 313. Preference to CO majors.

CO 322 Organizational Communication

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

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

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

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

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

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

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

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

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

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

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

CO 409, CO 410 Individualized Study

EDUCATION

• Sister Judith Costello, Interim Department Chair • Sister Mary L. Murphy • Sister Carmela Abbruzzese • Barbara Fox • Rebecca Putnam

TEACHER TRAINING
Students may elect to participate in 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; or Mathematics Education.

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

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

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

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

Requirements for Early Childhood/Elementary Education
(In conjunction with a liberal arts major in English, History, World Languages and Cultural Heritage, Mathematics Education, Liberal Studies, Political Science, Psychology, or Individually Designed) ED 100, ED 101A, ED 103, ED 202, ED 207, ED 208, ED 308, ED 323, ED 401; ID 208; PS 203 or PS 204, PS 307

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

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

COURSE DESCRIPTIONS

ED 100 Teaching and Learning Today
An introduction to the field of education today. Areas discussed include the role of the teacher, the legal and moral responsibilities of the profession, as well as the role of schooling and its historical and philosophical foundations. Emphasis is placed on the future teacher as critical thinker,
ED 101A Educational Psychology
This course is designed primarily for students who are preparing to teach at the early childhood (Pre-K–2) or elementary level (grades 1–6); however, students who are pursuing a major related to human development services will find this course beneficial. The focus of the course is the application of major theories of psychology that relate to education and classroom practices. Emphasis will be placed on, but not limited to, the early childhood/elementary school environment.

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

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

ME 202 Early Childhood/Elementary School Mathematics: Instruction
This course is designed to provide the prospective early childhood/elementary school teacher with a foundation in the concepts of mathematics as they relate to the curriculum of grades one through six. Emphasis is placed on understanding computation, problem-solving concepts and techniques, cooperative learning, technology, and the use of manipulatives. Connections to the Curriculum Frameworks of the Commonwealth of Massachusetts and the Standards of the National Council of Teachers of Mathematics are highlighted. Recognition of special needs and strategies for addressing them are included. This course requires a field-based experience, usually completed as a continuation of the field experience for the literacy development course.
Prerequisite: ED 207.

ED 205 Principles and Methods of Middle/Secondary Education
(Concurrent enrollment in ED 306 required)
This course serves as an introduction to the modern secondary school. Emphasis is placed on the middle/secondary school teacher, the adolescent student, school climate, principles of teaching, and general techniques of teaching. It is taught in collaboration with cooperating practitioners and major programs. Emphasis is placed on student participation through illustration/demonstration. A field experience is required and is integrated into the work of this course and of ED 306. As an extension of the field experience, students and their cooperating teachers participate in a series of seminars. Prerequisites: ED 101B, ED 103.

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

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

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

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

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

ED 312 Children’s Literature
This course provides students with an interactive introduction to the wide variety of literature for children. A key component of the course will be choosing, assessing, and reading children’s literature. Students will apply guidelines for assessing the quality of children’s literature, as well as strategies for using literature in inclusive classrooms from preschool through high school. Students will also explore the major issues in the field including gender portrayals, cultural stereotypes, and censorship.

ED 315 Content Area Reading Instruction: Middle/Secondary School
This course is designed to develop understanding of literacy teaching and learning for students in middle and secondary school programs. The course will focus on increasing student performance in content areas by understanding and utilizing successful teaching, research-based strategies, focusing on current methods, theories, materials, and assessments used in content literacy instruction. Prerequisites: EN 105, EN 106.

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

ED 401 Student Teaching and Seminar: Early Childhood/Elementary
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: Middle/Secondary
A full-time teaching experience in the schools (minimum 350 hours) with a weekly seminar examining curriculum, instruction, and human behavior. Prerequisites: ED 100, ED 101B, ED 103, ED 205, ED 306, ED 308, PS 310.

ED 409, ED 410 Individualized Study

ID 208 Integrating the Elementary Curriculum
Principles of curriculum and instruction are discussed and applied from an interdisciplinary viewpoint. The design of units is used as synthesizing agent. Emphasis is placed on the teacher as creative inquirer and the classroom as a community of learners. Prerequisite: ED 100.

ENGLISH
• Julia Lisella, Department Chair • Anthony D’Aries, Writing Program Director • Stephanie Schorow, Professional Writing Graduate Program Director • R. Keg Segal • Kathryn Anastasia • Jason Clemence • Joseph DeQuattro • Heather Jacob • Daryl Morazzini • Matthew Robinson • Christopher Sweeney • Susan Gorman • Alison MacAdams

Student Learning Outcomes for English
Students will:
• Demonstrate knowledge of literatures in English
• Display genre comprehension
• Demonstrate effective argument
MAJOR

ENGLISH

Majors choose to concentrate in Literary Studies, Education, or Writing Studies. The concentration of study determines requirements for internships and specific courses. All English majors take the following minimum requirements: EN 211, EN 223 and two upper-level seminars. Literary Studies and Education majors will also take one course in Shakespeare and one other course in English literature between 1700 and the present, two courses in American literature (one prior to 1900), and one course in world literature. Writing Studies concentrators will split their coursework between Writing and Literature courses.

Please consult the Department web page for more detailed requirements for each concentration and sample four-year degree completion plans and suggested courses at: http://www.regiscollege.edu/academics/courses.cfm

Concentrations in English

Literary Studies Concentration: Students interested in pursuing any number of careers in law, business, or communications, or graduate work toward a master’s or Ph.D in English may decide to concentrate in the literary studies major. Literary Studies concentrators will intern in a field of interest or complete an Honors Thesis project in their senior year.

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 and submit a writing portfolio. An internship is required. Some students may consider continuing for the Master of Arts in Professional Writing for New Media by taking selected graduate level courses in their senior year.

MINORS

ENGLISH

The English minor must complete six literature courses.
include developing the tone and style of a class website and conducting interviews with editors and proofreaders working in trade and academic publishing. Prerequisites: EN 105, EN 106.

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

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

EN 230 Writing Workshop: Creative Nonfiction
This course will examine the stylistic elements and technical aspects involved in writing creative nonfiction. In a workshop setting, students will craft essays and regularly receive feedback through peer response and conferences with the instructor. Course readings will feature model creative nonfiction, including personal essays, nature meditations, medical narratives, place/travel writing, and portraits, as well as articles in which creative nonfiction writers discuss their own writing processes. Prerequisites: EN 105, EN 106, or permission of the instructor.

EN 288 Special Topics
Students will explore a selected topic of study within English for the semester. Depending on the topic, students may look at course materials from a multidisciplinary perspective.

EN 288A Special Topics: Science Fiction
This special topics course is science fiction. Students will engage in close study of science fiction literature, one of the largest niches of literature in existence today. Blending the thrill of adventure with scientific speculation, science fiction offers us a look at a world that could be. Beginning with its modern origins in Mary Shelley’s Frankenstein, and through study of some nineteenth-century masters, like Jules Verne or H. G. Wells, we will explore in depth the golden age of science fiction writing, focusing on Ray Bradbury, Isaac Asimov, Arthur C. Clarke, and Robert Heinlein. Finally, we will explore the contemporary science fiction greats, and the future of writing about the future.

EN 288B Special Topics: The Literature of J.R.R. Tolkien
In this class, students will study the fiction, literary criticism, and translations of J.R.R. Tolkien, using his writing as an entry into both 20th-century British literature and the literature of the Middle Ages which inspired him. The course will naturally focus on his greatest work, The Lord of the Rings. Students can be expected to do a great deal of reading and writing in this class. Prerequisites: EN 105, EN 106.

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

EN 302B Special Topics: The Literature of Science Fiction
Exploration of one geographical region (“place”) as a contributing influence in American literature. The course will focus on one area such as Boston and Its Environs, or one area as it relates to the work of one writer such as the Harlem Renaissance, or Transcendentalism and Concord, MA. Prerequisite: EN 105, EN 106, or EN 211, or permission of instructor.

EN 309 Studies in Postcolonialism
Exploration of postcolonial literature in English, primarily from Africa, India, and the West Indies, examining issues of colonization and decolonization. The historical contexts and the aesthetic and political challenges posed in texts by Chinua Achebe, Buchi, Emenechta, Ama Ata Aidoo, Ngugi was Thiongo, Nadine Gordimer, J. M. Coetzee, Salman Rushdie, and V. S. Naipaul. Prerequisite: EN 105, EN 106, EN 211, or permission of instructor.

EN 311A Shakespeare I
An introduction to Shakespeare’s plays, including some of the most important plays from each of his dramatic genres: comedy, history, tragedy, and romance. In addition to close examination of the plays, students will discuss the dramatic, textual, and theatrical history of Shakespeare’s time. Prerequisites: EN 105, EN 106.

EN 311A Shakespeare II
Students will consider plays different from those discussed in EN 311A. The course may be themed to consider a particular genre or topic within Shakespeare studies. Prerequisites: EN 105, EN 106.

EN 315 Victorian Literature
A study of the poets and prose writers of the Victorian Period: Ruskin, Mill, Carlyle, Tennyson, the Brontës, Thackeray, the Victorian essayists, Wilde, and the Brownings, Arnold, the Rossettis, Wilde, and the Brownings. Historical and cultural contexts are discussed in EN 311A. The course may be themed to discuss the Victorian novel, the short story, or the Victorian poem. Historical and cultural contexts are emphasized as well as the connection between literature and the visual arts. Prerequisites: EN 105, EN 106 or EN 211 or permission of instructor.

EN 316 Romantic Literature
A study of the major works 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. Prerequisites: EN 105, EN 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, Slange, and Childress. Emphasis will be placed on major theorists and the plays’ style and structure. Prerequisites: EN 105, EN 106 or EN 211, or permission of instructor.

EN 321 American Poetry
A survey of American poetry, from its beginnings to contemporary U.S. poetry. This course explores the way in which American poetry responds to, speaks to each other across time, and the ways in which American poetry responds to, shapes, and is shaped by politics, history, and culture. Prerequisites: EN 105, EN 106, 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 the historical and cultural events that have shaped them and readers’ access to them. Prerequisites: EN 105, EN 106.

EN 323A Spenser and Milton
Read the works of the two most influential non-dramatic English poets of the sixteenth and seventeenth century. We will spend most of our time reading the works of Edmund Spenser, including large selections from his masterpiece, The Faerie Queene, and several of his mysterious, puzzle-like, shorter poems, like The Fate of the Butterfly and Mother Hubberds Tale. Then we will look at the poet who Spenser inspired, John Milton. We will focus here on excerpts from Milton’s Paradise Lost and consider the historical, literary, and religious contexts that made these poems so famous. Through comparative reading, we will discover how poets look to each other across time, and the ways in which each builds on the other. Prerequisites: EN 105, EN 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. Prerequisites: EN 105, EN 106 or EN 211, or permission of instructor.

EN 325 (SP 325) Latino/a Writers in the United States
The study of literary and cultural contributions by Latino/Latina writers in the United States. The course presents students with literary examples from the major immigrant groups that comprise Latin communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans,
This seminar provides an in-depth study of the literature, culture and history. Prerequisites: EN 105, EN 106, or EN 211, or with permission.

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

EXERCISE SCIENCE, HEALTH AND FITNESS STUDIES

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

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

MINOR

Required for the Exercise Science Minor
HFS 150 or HFS 311, HFS 358, HFS 364, plus three electives from the following list of courses: HFS 314, HFS 315, HFS 361, HFS 370, HFS 373

GLOBAL BUSINESS MANAGEMENT & ECONOMICS

- Malcolm O. Asadoorian III, Dean of the School of Liberal Arts, Education and Social Sciences
- Elizabeth Pitney Seidler, Department Chair
- John P. Christie
- James Lane
- John Molika
- Robert Gallagher

MAJOR

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

Student Learning Outcomes for Business Management

Students will:
- Know the core areas of business: accounting, marketing, management, finance, economics, and social perspectives
- Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives
- Utilize technology skills to maximize manager 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 all the core areas of business

Prerequisites for the Major
MA 210*, MT 203, and MT 204

Required for the Major

MT 209, MT 210, MT 220, MT 230 (formerly 322), MT 235, MT 340, MT 347, MT 373, MT 402, EC 201, EC 202, EC 203, ID 327, and ID 413; plus a minor in Accounting, Economics, or Information Systems Management.

Note: Many of these courses (and the minor courses below) have prerequisite requirements; please refer to the full course description and consult with your advisor before enrolling in any course.

MINORS

ACCOUNTING

Required for the Minor
MT 209, MT 210, MT 235, MT 250, MT 361, MT 365, EC 305

GLOBAL BUSINESS MANAGEMENT

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

ECONOMICS

Required for the Minor
Choose only two (2) from: EC 201, EC 202, or EC 203 plus 12 credits chosen from the Economics Electives (see list below).

Economics Electives

See the full course descriptions for prerequisite requirements.

EC 205, EC 304, EC 305, EC 317, EC 323, EC 326, EC 328.

MANAGEMENT INFORMATION SYSTEMS (MIS)

Required for the Minor
MT 1235, MT 327, MT 251, MT 352, MT 370, MT 372.

GLOBAL BUSINESS MANAGEMENT COURSE DESCRIPTIONS

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

MT 203 Introduction to Leadership/Management (Fall)

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

MT 204 Organizational Behavior (Spring)
Application of research from behavioral sciences concerning the interaction of individuals, groups, and the environmental aspects of 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 209 Financial Accounting (Fall)
Provides an overview of the basic accounting process from the recording of business transactions to the preparation and analysis of financial statements. The purpose of the course is not to produce bookkeepers, but to give students a basic working knowledge of the principles, practices, and procedures involved in the preparation, presentation, and use of accounting data for external reporting purposes. Prerequisite: QR 101 (if necessary).

MT 210 Managerial Accounting (Spring)
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 (Spring)
The dynamic changes in the world of international business and economics are presented to students through current research, international journals, videos, simulations, and role-plays. The course examines how managers resolve problems in different cultures. Students experience the helping and hindering forces involved in managing within a multinational business environment.

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

MT 235 Software Applications for Business (Fall, Spring)
This course will center on the analysis, conception, 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 problems 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 internet and/or internet access.

MT 250 Principles of Federal Taxation (Spring: Odd)
This course introduces students to a broad range of tax concepts and types of taxpayers, particularly within a framework of financial accounting. The role of taxation in the business decision-making process is emphasized. The student is exposed to professional standards and ethics, and learns to perform basic tax research and tax planning. This course gives an understanding of the interrelationship and differences between tax and financial accounting. Also accepted is the consideration that the distinction among for-profit, not-for-profit, and governmental accounting entities, and the history of the Internal Revenue Code.

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

MT 304 Financial Management (Fall)
This course is intended to provide the student with an introduction to the basic concepts and practices of financial planning and analysis. The course will build on concepts of decision-making introduced in Managerial Accounting, but the focus will shift to a consideration of financial decisions from a longer-term, overall company perspective. Topics covered include financial statement analysis, financial and operating leverage, profit planning, time value of money, risk-return-valuation concepts, cost of capital, and capital budgeting concepts and techniques. Prerequisites: MT 209, MT 210.

MT 347 International Marketing (Fall)
This course provides a focus on the theory and market research. The course highlights the importance of understanding various cultures that compose the global market and the different approaches multinational companies embrace in order to achieve sustainable long-term relationships with their constituents. It is designed to broaden the knowledge of marketing a product or service internationally and the planning necessary to be successful. Prerequisite: MT 222 (formerly MT 322).

MT 352 E-Commerce (Spring: Even)
This course is designed to provide students with a focus on the historical context 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 related to business-to-business, consumer-to-business, and intra-organizational 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 includes: 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 (Fall: Even)
This course provides an in-depth study of the accounting and financial reporting procedures for nonprofit and governmental organizations. Accounting standards, conceptual issues, and special topics will be examined and discussed. Differences in accounting for nonprofit and governmental organizations are considered. The course will give students a basic working knowledge of the principles, practices, and procedures involved in the preparation, presentation, and use of accounting data for external reporting purposes. Prerequisite: MT 222 (formerly MT 322).

MT 365 Cost Accounting (Fall: Odd)
Cost Accounting will explore both traditional and emerging cost systems in order to understand the influence of cost information on business and management 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 (Fall: Odd)
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 software and hardware 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 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 will also include: security, operational management and networked applications. Prerequisites: MT 235 and MT 251.

MT 372 Database Management and Applications (Spring: Even)
This course utilizes Microsoft Access to provide students an opportunity to learn Database Management Systems (DBMS) with 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 environment. Prerequisite: MT 235 and MT 251.

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

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

MT 410 Independent Study

ECONOMICS COURSE DESCRIPTIONS
All courses listed below are for three credits (unless otherwise specified).
EC 201 Principles of Microeconomics (Fall)
This course introduces the study of economic decision-making by consumers and business firms in a market setting. Students learn how different types of markets for goods and services function and how government action can impact these markets.

EC 202 Principles of Macroeconomics (Spring)
This course introduces the study of the economic forces that determine the overall level of employment, income, prices and economic growth. Students learn how changing money and credit conditions and changes in government tax and spending policies affect the macro economy.

EC 203 The Global Economy (Fall)
This course aims to provide the student with the background necessary to understand the opportunities and challenges posed by our rapidly changing world economy. Among the many topics covered will be the global distribution of population and resources, the impact of free trade on world living standards, an international comparison of major economic systems, and an analysis of important issues such as resource depletion, pollution, income inequality, and poverty.

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

EC 304 History of Economic Thought (Spring: Odd)
This course is a survey of the evolution of economic ideas. Economic theories and policies will be related to the socioeconomic and intellectual climate of their times. Major economic thinkers from Adam Smith to current mainstream economists will be studied, as well as economists critical of their ideas. Prerequisites: EC 201 or EC 202.

EC 305 Money and Banking (Fall: Even)
A study of the American financial system as it relates to money and banking. Banking as a business; new developments in banking; the Federal Reserve System; monetary policy and its relation to the problems of unemployment and inflation; international finance; foreign exchange markets. Prerequisites: MT 209, EC 202 (or permission from the instructor).

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

EC 323 Managerial Economics (Spring: Even)
This course focuses on the business decision making process using the methodology of behavioral economics. The course examines responses to economic fluctuations taking into account such factors as attitudes toward risk, motivation, altruism, conflict, and cooperation. Classroom experiments will be used to test behavior and decision making under varying degrees of uncertainty. Prerequisites: MT 258, EC 201.

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

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

INTERDEPARTMENTAL AND GLOBAL BUSINESS MANAGEMENT REQUIRED FOR MAJOR

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

ID 413 Internship Interdisciplinary Seminar (Fall, Spring)
This seminar course will combine the traditional classroom setting with the practical workplace experience of an internship. Students enrolled in this course will be actively engaged in internships and how student work experiences, as well as scholarly readings and assignments appropriate for each student. Prerequisite: Junior or Senior Standing.

HEALTH AND FITNESS

Catherine Fuller, Department Chair • Cheryl Bentzen • Joshua Blumenthal • Renato Capobianco • John Carlegio • Devin Cashman • Mark Clemente • Elizabeth Conant • Wendy Cook • Susan Decker • Liana DeLoid • Daniel Flynn • Jacqueline Gentile • Nate Hager • Shauna Kelly • James Sweeney • Scott Wright

Health and Fitness Studies majors build a strong foundation in personal, 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 intervention and strategies for improving health, fitness, nutrition and/or sport for the individual and/or community
- Internalize responsibility for personal health/wellness, continued learning, and professional development

MAJOR

Required for the Major
HFS 150, HFS 208, HFS 250, HFS 311, PS 233, HFS 412 and HFS 413 internships (2 semesters), and one course from either SW 340, SO 205, SW 303a, or SW 304a, 3 Physical Education Activity Courses

CONCENTRATIONS

NUTRITION
Required for the Concentration
In addition to fulfillment of the courses for the major, courses must include BI 105, BI 106, BI 108, BI 211, CH 101, CH 102, 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 PH 103, HFS 313, HFS 316, HFS 340, HFS 345, HFS 355, HFS 342, HFS 356, 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, PV 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 participating in strenuous activities such as performing cardiopulmonary resuscitation (CPR) on the floor. Active participation in all skill sessions and successful performance in skill and knowledge evaluations is required for course completion.

Upon successful completion of all components, students may obtain Red Cross certification. (optional; requires related fee)
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 and design 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. The 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, principles, and critical thinking skills to understand wellness and to apply appropriate and healthy lifestyles. This course is open to students in whether or not they have taken prerequisite courses.

HFS 314 Lifestyle Nutrition
Lifestyle nutrition will discuss the nutritional needs of a person at each stage of life, from conception in the womb to old age. An emphasis will be placed on understanding the physiology of each life stage, so as to conceptually link them with their corresponding nutritional needs. In addition to the nutrition of healthy children and adults, the requirements for special needs populations will also be discussed. Nutritional policies that have been established for the prevention 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 controversies. Prerequisites: HFS 150 or HFS 311, NU 205 or permission of instructor.

HFS 320 Community Nutrition
This course will introduce students to the practice of community nutrition, applied nutrition and 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. Prerequisites: 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 clients in class and 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. 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 330 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 342 Sport Marketing and Technology
This course will provide an in-depth investigation of the various techniques and strategies used in marketing the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed include: contrast and compare sport marketing and technology to traditional marketing; in-depth analysis of the segments of sport industry; the importance of market research and segmentation in identifying target consumer; the use of data-based marketing in reaching the sport consumer; an overview of the marketing mix as individual units and the relationship between those units; and the development of sponsorship and endorsement packages. Prerequisite: HFS 150 or HFS 311, HFS 316.

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

HFS 350 Health and Human Sexuality
This course will introduce students to a wide variety of contemporary 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 areas in the sport industry. This course will cover numerous issues related to facility management, including concerns to marketing facilities, naming rights and concession concerns. Also covered will be topics related to facility management, with special attention to back-house operations such as water, heating, cooling, and energy. This is a comprehensive course focusing on applied rather than just theoretical knowledge. Prerequisites: HFS 150 or HFS 311, HFS 316.

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

HFS 358 Scope of Exercise Science
This course will introduce students to a wide variety of topics and career opportunities related to exercise science. Primary emphasis areas will include: exercise and fitness assessments, exercise prescription, applied scientific techniques in health and fitness, exercise science and technology, professional applications.
include: Exercise Physiology, Sports Medicine, Sport Nutrition, Motor Behavior, Biomechanics and Sport Psychology. Students will explore research related to current issues in exercise science and gain a broader understanding of the field of study. Prerequisite: HFS 150 or HFS 311 recommended.

HFS 361 Motor Learning
This course provides an introduction to the theories and principles of motor learning, skill acquisition, and performance. It will provide the student with an opportunity to apply these principles in a variety of situation-based learning experiences. Students will increase their knowledge of motor behavior, and be able to plan appropriate learning activities based on characteristics of the performer, the task, and the environment. Prerequisites: HFS 150 or HFS 311, HFS 385 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 kinology 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; PT 101 recommended.

HFS 372 Exercise for Special Populations
Exercise for Special Populations will provide for the study 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. All individuals 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 them with 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 on 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. Schedulfed meetings with the instructor are required. During HFS 412 and HFS 413, students will be involved in research related to their specific area of interest. 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 student’s internship program, problem-solving and becoming a successful professional in one’s selected field. Prerequisites: Senior Standing within HFS program or permission of faculty internship advisor.

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

PE 105B Individual Fitness
Students will participate in a wide variety of fitness activities to improve cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Prerequisite: Ability to exercise vigorously.

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

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

PE 201C Beginning Tennis
This course will emphasize the fundamentals of the game of tennis. Students will increase their understanding of tennis rules and techniques, participate in activities to improve their skills, and become a successful player. Prerequisite: Ability to exercise moderately and 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 poses 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 becoming a successful golfer. Prerequisite: Ability to play the game of golf comfortably.

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

PE 204 Swim for Fitness
This course will provide students with an opportunity to increase their stroke efficiency and improve endurance. The four main swimming strokes, freestyle, backstroke, breaststroke, and butterfly, will be covered in various 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
Stretches, strengthens and streamlines; one of the safest and most effective exercise programs available. Pilates matwork focuses on developing core abdominal and back strength to help you achieve optimal strength, flexibility, endurance and posture without building bulk or stressing your joints. The exercises are performed on mats, focusing on breathing, body awareness, and core strength.

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

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

PE 226 Foundations of Springboard Diving
This course will introduce 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 twist half.

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

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

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

HISTORY, WORLD LANGUAGES, AND CULTURAL HERITAGE

- Lucia Ortiz, Department Chair
- Raffaele Flotto, Graduate Program Director
- Kathryn Edney
- Nicoletta Pellegrino
- Mary-Anne Vetterling, Associate Dean
- Alison MacAdams
- Patricia Donahue McElhiney
- Martha Castaño

Major in History, World Languages, and Cultural Heritage

Student Learning Outcomes

- 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 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, co-curricular activities, and internships, how to apply historical consciousness and the historian’s craft beyond the Regis College experience

Prerequisites: Vary by concentration

Required for the Major

- HI 200: Ethnohistory
- ID 238: Myth, Folklore, and Oral Tradition
- HI 290: Thinking, Learning, Doing: Writing for Liberal Arts

Prerequisites: HI 301: Historiography and Methods; HI 304: Contemporary Historical Activity; HI 402D: Seminar: The Writer as Historian (Part 1 of 2); HI 408D: Vera Laska Colloquium (Part 2 of 2)

CONCENTRATIONS

The program includes three regional concentrations: American Studies; Hispanic Studies; and Mediterranean Studies. It also includes a practice-based concentration in Public Heritage as well as a certificate option in Museum Studies. In addition to the Bachelor of Arts, the department offers a 4+1 Master of Arts program. Students who qualify have the opportunity to begin their graduate coursework, taking three grade level courses as juniors and seniors which will be counted towards the BA as well as the MA. This allows them to complete the Master of Arts degree in one additional year.

American Studies includes courses that focus on the ethnohistory, heritage, ethnicity, immigration, and culture of early and modern United States; Hispanic Studies allows students to acquire and apply Spanish language skills to the study of language, culture, literature, history and heritage; Mediterranean Studies focuses on Italy and other Mediterranean countries as central points in the development of western civilization and modern Europe; lastly, the Public Heritage concentration is focused, in part, on the role and relationship of it to the study of public history and heritage which can be applied in a cross-cultural context.

Consult the Department web page for sample four-year degree program plans and suggested courses at: http://www.regiscollege.edu/academics/ug-programs/cfm

AMERICAN STUDIES

Prerequisites: HI 103, HI 104, SO 213
Required for the Concentration

The following courses must be taken in addition to the major requirements: ID 219A (1 credit; any language); ID 240: Popular Culture and American Society; HI 307, HI 310, HI/EN 348 (or other appropriate 300 or 400 level literature course); HI354, HI378

HISPANIC STUDIES

Prerequisites: HI 111, HI 112, SO 213
Required for the Concentration

The following courses must be taken in addition to the major requirements: ID 219A (1- Credit; Spanish); SP 205, SP 206, SP 250, SP 314, SP 320, any 300 or 400 level literature course in Spanish

MEDITERRANEAN STUDIES

Prerequisites: HI 107, HI 108, SO 213
Required 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

Required 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

Required 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 345, HI 216, one elective course in a supportive area chosen in consultation with the student’s major advisor

MINORS

HISTORY, WORLD LANGUAGES AND CULTURAL HERITAGE

Required for the Minor

One sequence of survey courses from the following options:
- HI 103 and HI 104
- HI 107 and HI 108
- HI 111 and HI 112

One elective course at the 200-300 levels in History, World Languages and Cultural Heritage or an ID course or a course from another department as approved by the Department Chair.

One of the following seminars: HI 402A, HI 402C, HI 402D, HI 408B

Two world languages courses, or one advanced language course, or their equivalent, as determined by the Department Chair.
Hi 112 Latin American Civilizations through the Twentieth Century
This course explores themes in Latin American history from independence to the present. Among these are: religious, socio-economic, political, and cultural movements. Social and racial inequality and political instability will be given special attention.

Hi 200 Ethnohistory: an Introduction
The course introduces students to the theory, methods, and practices of ethnohistory. Students will learn how to use historical and ethnohistorical data, as well as less traditional types 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 socio-historical circumstances and long-term trends have shaped and reshaped gender relations. They will also explore how women have organized to improve their own situations and those of their families and communities.

Hi 216 Public History and Archaeology
This course introduces students to foundational theory and practice of public history and professional applications which feed into the field, including: ethnohistory, archival practice, museum studies, cultural resource management (CRM), historic and cultural preservation, oral history, heritage performance, community education, the digital humanities, and tourism.

The curriculum includes experiential learning components designed to provide exposure to appropriate technology and media, fieldwork methods, exhibition, and more as opportunities arise.

Hi 290 Thinking, Learning, Doing: Writing for the Liberal Arts
This course is designed to introduce students to theoretics, ideas, and practices upon which upper level courses in the liberal arts are founded. It serves as a prerequisite to all 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 be encouraged to reflect both on 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 disciplines.

Prerequisite: HI 290

Hi 304 Contemporary Historical Activity
This course introduces students to the theory, methods, and practices of oral history, heritage performance, community education, and the digital humanities, and tourism.

The course will examine immigration as a major social force affecting the Mediterranean Basin from the Middle Ages to the present. These encounters and conflicts created the trans-regional and transnational societies marking one of the most porous boundaries in the world.

This course explores the regions around the Mediterranean from a historical and anthropological point of view, giving special attention to material culture as well as to the role of cultural memory.

Hi 354 Ethnicity in Modern American Culture
This course traces the American story as one of immigration. It is rooted in the idea that the United States is a nation comprised almost entirely of immigrants and the descendants of immigrants. Using novels, film, and historical documentation, the course will examine immigration and its impact on American culture and society and as a central event in the lives of many Americans, basically asking: How are immigrants affected by American society, and 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
HI 402C Seminar: Problems in Archaeology
A study of the 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 seniors who will be completing a thesis in the spring. By studying novels and watching plays of writers of different nationalities and ideological persuasions, the seminar will seek a more direct and personal understanding of some of the major intellectual, political, and social conflicts of the twentieth century.

HI 408B Vera Laska Colloquium
This is the second part of the capstone sequence offered in the spring. The colloquium is designed for seniors and graduate students (see HI 508B). It is an intensive, interdisciplinary research oriented course, culminating in a thesis paper. Themes will vary from year to year depending on interest, need, and available faculty.

HI 409A Independent Study

HI 409B Independent Study

HI 410A Independent Study

HI 410B Tutorial

HI 412 Advanced Practice in Professional History
This course will be offered as a colloquium or on an individual basis depending on interest and available faculty. It will expose students to tasks and necessary skills of the contemporary historian. Students will participate in research, writing, presentation, teaching, grant writing, public history, and museum work. The particular methods and approaches of each task will be explored early in the semester. By midsemester, faculty members 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 level.

MUSEUM STUDIES COURSE DESCRIPTIONS

MS 201 Introduction to Museum Management
Museum Studies I introduces students to the history of museums and the various aspects of museum work viewed from historical, philosophical, and practical perspectives. Particular attention is paid to the public role museums play as community centers and nonprofit organizations with a cultural focus. The course surveys the diversity of museums and examines the main operations common to all museums, such as governance, finance, education, marketing, exhibitions, and collections management. Prerequisite for MS 202.

MS 202 Introduction to Museum Management
Museum Studies II introduces the student to organizational behavior in the museum setting. Issues such as multiculturalism, corporate sponsorship, cultural stereotyping, ownership, and authenticity will be examined. Students gain practical experience through real-world museum challenges in selected areas of importance, for example, exhibitions, education, grant writing, collections policy, and long range planning. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component, will earn one additional academic credit, for a total of four credits.

ID 344 and 345 Museum Studies Practicum
On-campus Museum Studies Practicum units require six to eight-week commitment of at least twenty-five hours either in the Spellman Museum or the Carney Gallery and carry three credits. These units provide an opportunity at the sophomore level for majors and minors to profit from the professional expertise of the directors of the campus museum/gallery sites in preparation for the professional internships. Prerequisites: MS 201, 202 or permission of the instructor.

SPANISH COURSE DESCRIPTIONS

SP 100A Spanish for Health Professionals
Beginner
This is an oral survival course for students who have never taken Spanish or have had very little experience with the language (No more than one or two years of high school Spanish). Emphasis is placed on speaking ability and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today’s health professional. Issues of cultural sensitivity are discussed.

SP 100B Spanish for Health Professionals Intermediate
This is an oral survival course for students who have a basic background in Spanish or have had two to four years of high school Spanish. Emphasis is placed on speaking ability and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today’s health professional. Issues of cultural sensitivity are discussed.

SP 100P Spanish for Health Professionals Placement examination

SP 101 Intermediate Spanish Language and Culture
This course is the continuation of SP 101 (Intermediate Spanish Language and Culture). The course emphasizes student interaction at the intermediate level through class activities centered on Hispanic culture, history and literature. Prerequisites: SP 101, SP 102, or two or more years of high school Spanish equivalent.

SP 202 Intermediate Spanish Language and Culture II
This course is the continuation of SP 201 (Intermediate Spanish Language and Culture). The course emphasizes student interaction at the intermediate level through class activities centered on Hispanic culture, history and literature. Prerequisites: SP 201, Intermediate Spanish language and culture I, or two years of high school Spanish.

SP 203 Introduction to Literature in Spanish
A study of selected representative of the various genres. Development of appreciation of literary values. Practice in the oral and written use of the language. Brief review of grammar. Prerequisite: SP 202 or equivalent.

SP 205 Hispanic Culture
This course exposes the student to various aspects of culture in the Spanish-speaking world, as reflected in art, music, history, customs, and literature. This course is a requirement for the
concentration in Hispanic Studies for the major in History, World Languages and Cultural Heritage and is taught in English. Students in the concentration and Spanish minors are required to take some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish Credit: SP 203 or equivalent. For other students there is no prerequisite.

SP 206 Hispanic Culture XX-XXI Centuries
In this course students learn about the history of the art, literature, music and customs of the Spanish-speaking world (Spain, Latin America and the United States) with a focus on the XX and XXI centuries. The course begins with an overview of the XIX century independence movements in Latin America and its impact on Spain, and ends with the contributions by Latinos in the United States. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages and Cultural Heritage and is taught in English. Students in the concentration and Spanish minors are required to take some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish Credit: SP 203 or equivalent. For other students there is no prerequisite.

SP 250 Pilgrimage from Le Puy to Santiago de Compostela
In this course, students will learn about pilgrimage, in particular about the Camino de Santiago, a pilgrimage route over which people have traveled for over one thousand years and which is currently experiencing a rise in popularity. Students will find out about its French and French history and about the different kinds of literature that the Camino has inspired (fiction, including legends, and autobiography). Students will learn about Le Puy and its connection with Regis in addition to its importance for the Camino in France. This course will be taught in English but those majoring in History, World Languages and Cultural Heritage (Hispanic Studies Concentration) need to complete the majority of written work (essays, journals and exams) in Spanish. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component, will earn the additional academic credit, for a total of four credits. Prerequisite: SP 202 or equivalent for History, World Languages and Cultural Heritage majors (Hispanic Studies Concentration). For other students there is no prerequisite.

SP 301, 302 Reading Seminar
A detailed study of the evolution of literature in Spanish from the Middle Ages through the seventeenth century. Intensive study of the life and works of the outstanding authors of each period. Second semester (SP 302): Focus on Don Quijote. Prerequisites: SP 305, SP 306 or equivalent.

SP 305 Advanced Spanish Grammar and Composition
An advanced course designed to develop clarity of expression in the written language. Intensive review of grammar. Extensive writing assignments. Prerequisite: SP 202 or equivalent.

SP 306 Advanced Conversation
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 Theatre: Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others. Prerequisites: SP 305, SP 306 or equivalent.

SP 308 Spanish Writers of the Nineteenth Century
This course introduces students to the most famous literature from Nineteenth Century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. Students should plan to read stories by the satirist Larra, love poetry by the romantic Bécquer, novels by the Galáns, 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. Prerequisites: SP 305, SP 306 or equivalent.

SP 311 Latin American Literature
This course studies the development of literary trends in Latin America from Pre-Columbian times to the end of the nineteenth century. The texts read and discussed represent the political, social and cultural developments in Latin America that characterized and defined the countries and the people that comprise the territory. The course ends with the study of the Romantic novel María by Colombian writer Jorge Isaacs. Prerequisites: SP 305, SP 306 or equivalent.

SP 312 Latin American Literature
This course studies the development of literary trends in Latin America from the Modernist period until today. The texts read and discussed represent the political, social and cultural developments in Latin America that characterized and defined the countries and the people that comprise the territory. The course ends with the study of one of the novels by Colombian writer Gabriel García Márquez. Prerequisites: SP 305, SP 306 or equivalent.

SP 314 Spanish Cinema
An examination of the work of Luis Buñuel, considered the father of modern cinema. A design-learning (online) course in English examining the films as literature. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages and Cultural Heritage. Students in the concentration and Spanish minors will be required to do the written assignments in Spanish. Prerequisite for Spanish credit: SP 305 or equivalent. For other students there is no prerequisite.

SP 318 Spanish Literature from Twentieth Century to the Present
In this course, we will examine recent Spanish literature in its various genres (novel, short story, poetry, drama) and the twentieth century contributions to the present. Famous writers such as Lorca, Guíllén, Sáimas, Matute, Delibes, Machado, Alberi, Unamuno, Goytisolo, Cela, Fuertes, Martín Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined. Prerequisites: SP 305, SP 306 or equivalent.

SP 320 Environmental Literature in Spanish
In this course 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 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 Spanish in Latin America. In this course we will see how literature in Spain, Central America, and Latin America that has been written throughout the centuries, reflects the sources and consequences of this view. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages and Cultural Heritage. Prerequisite: SP 305, SP 306 or equivalent.

SP 325 (EN 325) Latino/a Writers in the United States
The study of literary and cultural contributions by Latino/Latina writers in the United States. This course will consider the development of a Mexican-American identity in literature by Latino/Latina writers in the United States. Prerequisite: SP 305, SP 306 or equivalent.
IT 102 Introduction to Italian Language and Culture II
This is a continuation of IT 101 or an equivalent course. It is an introduction to the study of the Italian language and culture, with special attention paid to its traditions and innovations, to its creativity and technology, and to its place in a global world. Students will develop improved language skills in listening, speaking, and reading. The course emphasizes student interaction through class activities centered on Italian food and art, history and politics. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component, will earn one additional academic credit, for a total of four credits. Prerequisites: IT 101 or equivalent.

IT 205 Contemporary Italy through Film
The aim of this course is to gain an understanding of contemporary Italian society and culture by viewing, reflecting on, and discussing Italian films of the last six decades. The class will analyze several films to learn about key events that have shaped the national identity of contemporary Italy. This course is a requirement for the concentration in Mediterranean Studies for the major in History, World Languages and Cultural Heritage and is taught in English. 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 social and historical motivations for these transformations. We will trace the story of Italian along 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 world. The requirement for this concentration in Mediterranean Studies for the major in History, World Languages and Cultural Heritage and is taught in English. Prerequisites: At least sophomore status.

PORTUGUESE
PG 100 Portuguese for Health Professionals
Students will develop a basic communicative competence in Portuguese through a series of lessons designed specifically for today’s health professional. This is an oral survival course for beginners, and the emphasis is placed on speaking ability. No prior knowledge of Portuguese is required. Issues of cultural sensitivity are discussed.

INTERDISCIPLINARY COURSES

COURSE DESCRIPTIONS
ID 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. 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 other students through the Tutoring Center. The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level.

ID 214 Environmental Studies: People, Planet, Prosperity
This course takes an interdisciplinary approach to the study of how we interact with and impact our natural environment. Students will integrate different concepts and perspectives from the humanities, social sciences, and natural sciences, providing a framework for the study of the relationship between humans and the environment. The course will demand from students a balanced understanding of basic scientific concepts, important societal factors (cultural, political, and economic), and the historical and ethical dimensions that influence our decision making, and ultimately, the fate of our planet. A service-learning project will allow students to explore current environmental challenges (e.g., climate change, sustainable agriculture, overfishing, etc.) and seek innovative solutions designed to bring about environmental sustainability for our campus, our communities, and the world.

ID 219A: Co-curricular Learning: Reading and Translation
This is a 1-credit course designed for students to demonstrate reading proficiency in a world language which is appropriate to their major and/or concentration (the level of required proficiency will also be determined by the major and/or concentration). The course will introduce students to various styles of writing in the particular language, helpful tools, and translation. At the end of the semester each student will be required to translate a work from a world language (other than Modern Standard English). Successful completion of this will be used to document the student’s reading proficiency in a second language.

ID 219B: Co-curricular Learning: Food and Culture
This is a 1-credit course designed for students to engage dialogues connecting perceptions of identity (personal and collective) and food — from production and preparation to consumption. Using an interdisciplinary lens, students will explore a central question concerning people, food, and “authenticity.”

ID 220 Animals in World Literature
This course focuses on the various ways in which animals appear in literature from an eco-critical perspective. Selected writings will focus on poetry and prose, short stories and novels. Works studied will be by authors such as Aesop, Cervantes, 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 importance each of each. The bases for belief and unbelief will be studied. How the holy is experienced through sacred writings, community and ritual will constitute the latter focus of the course.

ID 224A Natural Sciences: The Physical Sciences Perspective/Lab
This course is designed to develop in the liberal arts student awareness and appreciation of events in science. The course presents the scientific methods and the fundamental concepts in science as ongoing processes. Through lectures and laboratory exercises, students will develop an understanding of concepts that will enable them to make informed choices about science-related issues of social concern.

ID 224B Natural Sciences: Biological Sciences Perspective/Lab
This course is designed to develop in the liberal arts student awareness and appreciation of events in science. The course presents the scientific methods and the fundamental concepts in science as ongoing processes. Through lectures and laboratory exercises, students will develop an understanding of concepts that will enable them to make informed choices about science-related issues of social concern.

ID 228 The Challenge of Wellness: Multidisciplinary Perspectives
The primary focus of this course will be to demonstrate how theories from psychology and sociology/social work have enhanced our understanding of health and illness and our capacity to alleviate human suffering. The course will emphasize the special interests and concerns of women and will examine the paradigm shift toward a more holistic model of healthcare that encompasses the interrelationships among biological, psychological, and social dimensions.

ID 230 The Interdependence of Healthcare Professions in the U.S.
This course examines the foundations of the present day health care system in the United States and the roles of the different health care professions within it. The collaborative aspects of the health care professions along with trends and opportunities in the field will be addressed. Topics to be considered, including ethics, culture, professionalism, communication, and health disparities.

ID 236 Introductory Astronomy
This course introduces students to the fundamental aspects of the history, philosophy, and science of the astronomical universe. It will provide students an opportunity to learn and appreciate the world of Astronomy and how it relates to their other studies, their careers, and their lives as citizens and professionals. Students will discover the phenomena of our solar system and beyond—planet and moons, asteroids and meteors, stars and black holes, constellations and galaxies and several other phenomena. Prerequisites: EN 108; MA 100 or above. 4 credit lab course.

ID 238 Myth, Folklore, and Oral Tradition
This course will introduce students to a variety of genres, concepts, and theories associated with myth, folklore, and oral traditions. It will discuss works from a variety of cultures and will work with myths and symbols that are common cross-culturally as well as those which diverge from the more universal narratives. Students will consider the value of these “tales” as a means for remembering and understanding collective worldviews. Ethnopoetics and the nature of creativity and artistic expression will also be explored as these relate to the construction of personal and group identities. Recommended to be taken in the sophomore year.
ID 240 Popular Culture & American Society
This course is designed to introduce students to a variety of critical and theoretical approaches used in the study of popular culture, and the history of the development of popular culture in the United States from the middle of the nineteenth century to the present; pertinent examples of popular culture will be screened in class as appropriate. The historical contexts for various popular culture forms will be as important as the analysis of the forms themselves. The overall objective is to explore how popular culture both reflects and shapes American society.

ID 304 Exploring Ethics
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 developing skills in ethical reflection and analysis.

ID 308 (HI 308, RS 308) The Medieval Vision
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 strengths drawn from a variety of disciplines supplementing in and out-of-class experiences so that students will come to an understanding of the world with a vision of reality notable for its unity.

ID 309 Methods of Social Research
This course is designed to provide students with an understanding of the theories and methods of social research in the context of the social sciences. Conceptualization, research design, empirical tools, analysis and interpretation are emphasized. This course introduces students to both qualitative and quantitative methods of social research by providing “hands-on” experiential learning through survey design and implementation, interviews, field research and content analysis.

ID 320 Theory and Methods of Foreign Language Teaching
This course is designed to prepare future teachers of foreign languages in the elementary, middle, or secondary schools. It combines pedagogical theory with practice in creating lesson plans and methods of evaluation. Emphasis is on developing communicative teaching technique aimed at developing proficiency. The latest trends in teaching as well as the standards and the 5Cs will be reviewed. Student participation in class discussions and in demonstrations is essential.

ID 327 Managing Projects
This course offers an introduction to the principles and concepts of project management. It looks at how projects are uniquely suited to support an organization’s strategy in a fast-paced business environment. The course addresses all aspects of the project life cycle including project initiation, planning, team organization, monitoring and control, risk management and execution. Emphasis will be placed on how to identify and define the project, to develop a scope, to develop 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 trade-offs 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.

MAJOR

LIBERAL STUDIES
The Liberal Studies major is an interdisciplinary program in the arts, sciences, and humanities.

Student Learning Outcomes for Liberal Studies

Students will:
- 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.
- 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 which reflects: 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 in 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 French. 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.

LIBERAL STUDIES

- Nicoletta Pelligrino, Program Advisor

MINOR

MATHEMATICS

Required for the Minor

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 323, ED 403, PS 203, PS 310

MATH EDUCATION

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

FUTURE MATHEMATICIANS

Students will:
- Demonstrate knowledge and applied skills in calculus, statistics, linear algebra and a distribution of other branches of mathematics for education.
- Have the ability to determine the validity of a given argument and will be able to construct mathematical proofs independently.
- Understand the mathematical basis of common algorithms, and the ability to calculate accurately and efficiently.
- Able to solve problems, including applications of pure mathematics, by means of intuition, creativity, reasoning, estimation, and the experience gained through the study of specific examples and mathematical models.
- Able to communicate and educate about mathematical ideas clearly using correct mathematical terminology and proper mathematical notation.
- Know about different student learning styles and adapt pedagogical techniques to effectively educate students in mathematics and quantitative reasoning approaches.
- Utilize innovative approaches adopting technology for purposes of effective mathematics education.

MAJOR

MATHEMATICS

(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 323, ED 403, PS 203, 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. Quantitative Reasoning & MATHEMATICS COURSE DESCRIPTIONS

MA 203, 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 and nonparametric tests, 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 253 Linear Algebra Systems of linear equations, matrices, vector spaces, and linear transformations. Applications to the natural and social sciences. Prerequisite: MA 102 or MA 104.

MA 326 Geometry Historical introduction to geometry, Hilbert's axioms for Euclidean geometry, absolute geometry, the parallel postulate, Saccheri quadrilaterals, hyperbolic geometry, geometric models. Prerequisites: MA 203 and MA 253.

MA 328 Number Theory Basic properties of the integers, congruences, number-theoretic functions, quadratic reciprocity, the representation of numbers, Diophantine equations, primes. Prerequisites: MA 203 and MA 253.

MA 353, MA 354 Seminar: Algebraic Structures Rings, fields, integral domains, polynomial rings. Groups through quotient groups. Graph theory. Prerequisites: MA 203 and MA 253. Applications. Prerequisites are MA 204 and MA 253 for MA 353; MA 353 for MA 354.

Note: The Department may occasionally offer additional Mathematics courses with permission of the School Dean; however, Regis College does not guarantee the offering of the following additional Mathematics courses: MA 104 (Introductory Calculus), MA 220 (Discrete Mathematics), MA 222 (Financial Mathematics), MA 321-322 (Mathematical Statistics), MA 323 (Numerical Analysis), MA 324 (Mathematical Models), MA 351-352 (Advanced Calculus).

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 and nonparametric tests, 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 253 Linear Algebra Systems of linear equations, matrices, vector spaces, and linear transformations. Applications to the natural and social sciences. Prerequisite: MA 102 or MA 104.

MA 326 Geometry Historical introduction to geometry, Hilbert's axioms for Euclidean geometry, absolute geometry, the parallel postulate, Saccheri quadrilaterals, hyperbolic geometry, geometric models. Prerequisites: MA 203 and MA 253.

MA 328 Number Theory Basic properties of the integers, congruences, number-theoretic functions, quadratic reciprocity, the representation of numbers, Diophantine equations, primes. Prerequisites: MA 203 and MA 253.

MA 353, MA 354 Seminar: Algebraic Structures Rings, fields, integral domains, polynomial rings. Groups through quotient groups. Graph theory. Prerequisites: MA 203 and MA 253. Applications. Prerequisites are MA 204 and MA 253 for MA 353; MA 353 for MA 354.

Note: The Department may occasionally offer additional Mathematics courses with permission of the School Dean; however, Regis College does not guarantee the offering of the following additional Mathematics courses: MA 104 (Introductory Calculus), MA 220 (Discrete Mathematics), MA 222 (Financial Mathematics), MA 321-322 (Mathematical Statistics), MA 323 (Numerical Analysis), MA 324 (Mathematical Models), MA 351-352 (Advanced Calculus).

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MA 211, MA 212 Statistical Methods Basic principles of statistics, including descriptive methods, classical and nonparametric tests, 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 253 Linear Algebra Systems of linear equations, matrices, vector spaces, and linear transformations. Applications to the natural and social sciences. Prerequisite: MA 102 or MA 104.

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MA 328 Number Theory Basic properties of the integers, congruences, number-theoretic functions, quadratic reciprocity, the representation of numbers, Diophantine equations, primes. Prerequisites: MA 203 and MA 253.

MA 353, MA 354 Seminar: Algebraic Structures Rings, fields, integral domains, polynomial rings. Groups through quotient groups. Graph theory. Prerequisites: MA 203 and MA 253. Applications. Prerequisites are MA 204 and MA 253 for MA 353; MA 353 for MA 354.

Note: The Department may occasionally offer additional Mathematics courses with permission of the School Dean; however, Regis College does not guarantee the offering of the following additional Mathematics courses: MA 104 (Introductory Calculus), MA 220 (Discrete Mathematics), MA 222 (Financial Mathematics), MA 321-322 (Mathematical Statistics), MA 323 (Numerical Analysis), MA 324 (Mathematical Models), MA 351-352 (Advanced Calculus).
MI 310 Breast Imaging I
Basic concepts of breast imaging will be discussed including anatomy and pathology, as well as imaging techniques commonly utilized in mammography. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting mammographic procedures are introduced.

MI 311 Breast Imaging II
Basic knowledge of routine breast imaging will be expanded in this course to include knowledge of advanced positioning and additional equipment used in breast imaging. Students will move outside of routine screenings (if not already done) and into diagnostic imaging. An introduction to breast biopsies will be given as well as an overview of 3D breast imaging. Emphasis will be placed on digital imaging as a whole including PACS, DICOM, and how digital images are obtained.

MI 312 Breast Imaging III
In the final semester of the breast imaging program students will become familiar with the various requirements of the ACR and the MQSA as well as insurance requirements for both routine screening and diagnostic imaging. Emphasis will be placed on registry review material throughout the semester to prepare the student for the ARRT registry exam.

MI 330 Radiation Protection & Biology
This course explores the principles and methods of radiation protection, health physics units, measurement, and dose-limiting regulations for occupationally and non-occupationally exposed individuals; radiation surveys; techniques and decontamination methods; monitoring of radioactive waste, radiation dose measurements, and radiouclide 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 an understanding of the theory of radiobiology and how this translates into radiation protection practices.

MI 340 Clinical BI Internship I
This course is designed to provide students with clinical skills in Breast Imaging procedures through observation and participation under direct and indirect supervision. Rotations include all aspects of Breast Imaging including mammography, ultrasound, and breast MRI. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 341 Clinical BI Internship II
This course is designed to provide students with clinical skills in Breast Imaging procedures through observation and participation under direct and indirect supervision. Rotations include all aspects of Breast Imaging including mammography, ultrasound, and breast MRI. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 342 Clinical BI Internship III
This course is designed to provide students with clinical skills in Breast Imaging procedures through observation and participation under direct and indirect supervision. Rotations include all aspects of Breast Imaging including mammography, ultrasound, and breast MRI. Rotations occur at clinical affiliates in order to enhance the student’s learning.

MI 350 Clinical IR Internship 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 Internship 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 Internship 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
This 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 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. 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 proportional ionization chambers 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, invivo 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, 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 460, MI 465, MI 468.

MI 470 Cross Sectional Imaging
This course is an introduction to Computed Tomography (CT). X-ray physics, CT instrumentation, and procedures of CT are also covered. The course covers a cross sectional anatomy. 3 credit hours. Prerequisites: BI 105: Anatomy & Physiology I.

MI 471 Nuclear Medicine Critique
Advance discussions in nuclear medicine procedures and the related technology. Case studies will be analyzed and discussed in detail. This course is designed to bridge the gap between the introductory discussed. 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 will be discussed in detail. Radiopharmaceutical preparation, labeling information, methods of localization, record keeping and storage of radioactive materials, quality control, and federal/state regulations are discussed. Generator systems, cyclotrons, and accelerators are covered. Pharmaceuticals used in nuclear medicine as adjunct therapies are covered along with their indications, dosage, and effects.

MI 473 Quality Management in Medical Imaging
The focus of this course is on the practice and methodology of quality management as applied to clinical imaging acquisition. The quality standards of professional associations, institutions and organizations are addressed, including the American Medical Association (AMA), American Society of Radiologic Technologist (ASRT), American College of Radiology (ACR) and other relevant professional associations. Certification, licensure, regulatory practices and quality management methodologies are discussed.

MI 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 technologies 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 cardiac system with emphasis on nuclear imaging, quantification, and functional analysis as well as related information concerning cardiology, such as ECG interpretation, cardiac medications, cardiovascular disease and the ischemic cascade. Pharmaco logical 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 student's 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 650 Pathology Across Radiology Modalities
An expanded range of diseases and conditions, which serve 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 study, research, interviewing 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

NATURAL SCIENCES

- Shari Litch Gray, Department Chair  
- Michael Bilozor  
- Leslie Bishop  
- David Croll  
- Kathleen Galang  
- Mary Lombardi  
- Verna-Anne Power  
- Chynteris  
- Erni McQuaid  
- Anne Powers  
- Kristen Willems  
- Danqing Xiao

The Department of Natural Sciences incorporates the disciplines of Biology, Chemistry and Physics. The faculty of each respective discipline is expertly trained to provide the rigorous curriculum to support the Biology and Biochemistry majors as well as Biology and Chemistry minors and concentrations in Environmental Biology and Neuroscience. The courses included within Natural Sciences are also the courses needed for healthcare majors and the Core Curriculum.

The Natural Sciences Department at Regis College offers a broad and complete education through close interaction with faculty and small class sizes. An individualized focus of study, including internships and independent research, prepares students for a variety of career paths in biology and biochemistry.

Students have the opportunity to conduct research on campus in the areas of biotechnology, bioorganic chemistry, developmental biology, immunology, ecology, microbiology, physiology, and genetics, participate in Departmental Honors, and secure off-campus Internships. A degree in Biology or Biochemistry from Regis College is an excellent preparation for the medical, dental and veterinary professions, graduate school, and scientific or research-focused careers.

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 context of lecture and laboratory experiments.
  - Use logical reasoning, and scientific tools of inquiry in the conduct of laboratory experiments.

Student Learning Outcomes for Biochemistry (Major) and Chemistry (Minor)

- Demonstrate knowledge and understanding of the principles of biochemistry and chemistry, as established by the American Society for Biochemistry and Molecular Biology (ASMBBC) 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 practice of science.
- Develop an awareness of the interactions among science and other human endeavors and the moral and ethical responsibility of science to society.

MAJORS

BIOCHEMISTRY

Required for the Biochemistry Major

- BI 103-104 with labs or BI 105-106 with labs
- Elective Courses
  Select three from BI 108 or BI 209, BI 210, BI 305, BI 306, BI 307, BI 308, BI 312, BI 315, BI 316, BI 322, and one seminar (either BI 302 or BI 401).

CHEMISTRY

Required for the Chemistry Minor

- CH 103-104 with labs, CH 305-306 with labs, CH 313 with lab, 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.)

BIOLOGY COURSE DESCRIPTIONS

BI 103 Introductory Biology/Lab I
This course will cover the major principles of biology from an evolutionary viewpoint. The first semester will cover the major concepts in molecular and cellular biology, microbiology, and genetics.

BI 104 Introductory Biology/Lab II
This course will cover evolution, ecology, plant biology, 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; study of gross anatomy by dissection, models and computer simulations; and investigations of various human physiological processes.

BI 106 Anatomy and Physiology Lab
The fundamental facts and concepts of the normal structure and function of the human body are presented. Specific topics include circulatory, respiratory, urinary, digestive, endocrine, and reproductive systems. Laboratory work includes microscopic examination of cells and tissues; study of gross anatomy by dissection, models and computer simulations; and investigations
of various human physiological processes. Prerequisite: A minimum grade of C- in BI 105.

BI 108 General Microbiology/Lab
The general characteristics of microbes and their relationship to humans are explored, with emphasis on those that are pathogenic to humans and those that are of public health significance. This course introduces the biological characteristics of various 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 organs. 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 defense and microbial ecology. The laboratory will study the practice and principles of microbial analysis, characterization and identification. Prerequisite: BI 103.

BI 210 Cell Biology/Lab
The structure and function of eukaryotic cells, endomembrane structure and function, protein trafficking, cell signaling, cell cycle control, cytokinesis and motility, neurophysiology, and tissue biology. Laboratory exercises include cytochemistry, protein and receptor analysis, and organelle isolation and characterization. Prerequisite: BI 108 or BI 209.

BI 211 Pathophysiology and Nutritional Therapy
This course examines selected pathophysiological concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; injury and metabolic stress; and dysfunctions of the circulatory, respiratory, gastrointestinal, urinary, nervous, and endocrine systems. Also considers risk factors and pathological adaptation to various 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 exercises include systems and taxonomy of plants and animals, field sampling techniques and biodiversity assessment, population estimates and growth, mark and recapture exercises, predator-prey cycles. 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 an overall understanding of genetic principles, including classical Mendelian genetics, molecular genetics, and population genetics. Special topics include human genetic disorders. The principles of molecular genetics will also be incorporated into the laboratory section of this course. The procedures learned in the laboratory portion will provide background experience for further studies in fields such as genetic engineering, cloning, and other biological topics. Prerequisite: BI 210.

BI 308 Developmental Biology
Developmental Biology will cover an in-depth analysis of developmental systems with an emphasis on molecular and cellular interactions during developmental processes. The lab will explore laboratory experiences in experimental developmental biology and embryology. Prerequisite: BI 210.

BI 312 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 regulatory 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 of the biology and genetics of viruses. Students will undertake a classification survey of RNA and DNA viruses. The association of each virus with its host cell will be investigated. This investigation will be used to understand the nature of the viral infectious diseases, treatments for viral infections, vaccinations, and the use of the virus as a tool in gene therapy. Basic lab techniques for tissue culture, necessary for the propagation of viruses, will be demonstrated. Prerequisites: BI 210 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 and 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 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 human 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 broad perspective, Microbial Evolution to the Interactions that Microbes have with members of the other Kingdoms in Biology, pertinent topics will be studied. The importance that microorganisms play in the Biogeochemical Cycling will be investigated. Present day interactions of the microbial population with the environment including biomass production, bioremediation of oil spills, waste management, and pest control will be examined. Students will study the role that microorganisms play in present day Biological Warfare threats to life and our environment. Prerequisites: BI 209 or BI 108 and BI 210 or concurrent enrollment in BI 210.

BI 328 Conservation Biology and Biodiversity Conservation Biology is a synthetic, multidisciplinary field encompassing ecology, wildlife biology, systematics, evolution and genetics, biogeography, forestry, as well as the physical sciences such as soil and water chemistry, climatology and geology. These scientific disciplines are combined with the social sciences such as economics, sociology, and political science in practical application. This course will focus primarily on the principles and applied aspects of conservation biology and management by examining degradation and loss of species, populations and ecosystems due to human activities and by considering alternatives for avoiding and/or mitigating these impacts. The perspectives of science, management, and policy will be elucidated in current, and future strategies designed to conserve the diversity of life. Prerequisites: BI 104, BI 210, and BI 307. BI 210 may be taken concurrently.

BI 401 Seminar: Ethical Issues in Biology
Contemporary problems in the biological sciences and their ethical implications.

BI 404 Seminar: Biochemical Topics
Topics for the seminar are drawn from molecular and cellular biochemistry and related sciences. Prerequisite CH 315.

BI 409, BI 410 Individualized Study
ID 224B Natural Sciences: Biological Perspectives
For ID 224A course description see Interdisciplinary Courses.
CH 303 Environmental Science and Toxicology
An introduction to the fundamentals of toxicology: terminology, various types of toxins, absorption, distribution and excretion, 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 305.

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 the 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 a degree program that have specific physics requirements or recommendations at a more advanced level, nor does it prepare students for admission to professional programs in schools of medicine, dentistry, veterinary medicine, or pharmacy. Prerequisite: MA 100 or QR 101.

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

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.

The associate and baccalaureate nursing programs prepare individuals for professional practice as registered nurses. The programs integrate study in the liberal arts and sciences with professional nursing education and lead to the associate or the baccalaureate of science degree in nursing. Students have diverse clinical experiences within the greater Boston area. The associate degree program prepares the beginning nurse to provide care for clients in such diverse structures as primary, secondary, and tertiary care settings. The baccalaureate degree program prepares 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).
program can be found in the Graduate Programs’ section.

Student Learning Outcomes for LM/RC Nursing program

Students will:
- Operationalize knowledge from the natural and behavioral sciences and the humanities when implementing the nursing process to promote wellness, human flourishing and adaptation through the use of safe, culturally sensitive, therapeutic nursing interventions for individuals and families
- Integrate a spirit of inquiry and innovative thinking in pursuit of continued learning and the development of a caring, professional identity
- Facilitate therapeutic communication with individuals, families, and the interprofessional team in the pursuit of optimal wellness and adaptation
- Provide individualized health education using teaching-learning principles in the care of individuals and families
- Promote the rights of individuals and families according to ethical, legal, regulatory and professional standards of nursing practice
- Demonstrate leadership and management skills in collaboration with the interprofessional team to improve patient outcomes
- Integrate selected nursing theory, related theories and research in the development of clinical reasoning and nursing judgment for optimal patient-centered care
- Integrate knowledge, including current research gained through the use of informatics and selected technology, into the development of an evidence-based approach to nursing practice
- Participate in the change process to improve systems-based practice in the provision of safe, quality nursing care.

ASSOCIATE OF SCIENCE WITH A MAJOR IN NURSING/DEGREE REQUIREMENTS

Two-Year Day Division

Year 1 credits
Semester I—15 weeks
BI 106 Anatomy & Physiology II/Lab .......... 4
PS 233 Introduction to Human Development ............... 3
NU 102 Adult Nursing Practice .................. 10
Year 2 credits
Semester I—15 weeks
*SO 201 Introduction to Sociology ............. 3
++ID 304 Exploring Ethics ...................... 3
*MA 210 Statistics ................................ 3
NU 201 Family-Focused Nursing Practice ............ 11
+NU 404 Concepts & Challenges for Professional Practice .......... 3

Three-Year Day or Evening/Weekend Division

Year 1 credits
Semester I and II; Summer I/II (optional)
Non-Nursing Courses:
BI 105 Anatomy & Physiology I/Lab .......... 4
BI 106 Anatomy & Physiology II/Lab ........... 4
BI 108 General Microbiology/Lab ............. 4
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 credits
Semester I—15 weeks
NU 101 Foundations of Nursing Practice .......... 9
Semester II—15 weeks
NU 102 Adult Nursing Practice .................. 10
Year 3 credits
Semester I—15 weeks
NU 201 Family-Focused Nursing Practice ............ 10
Semester II—15 weeks
NU 202 Comprehensive Nursing Practice ............ 11

Semester II—15 weeks
EN 106 Critical Reading, Thinking & Writing .......... 3
NU 202 Comprehensive Nursing Practice ............ 11

Semester III—15 weeks
EN 106 Critical Reading, Thinking & Writing .......... 3
NU 202 Comprehensive Nursing Practice ............ 11

Semester IV—15 weeks
EN 106 Critical Reading, Thinking & Writing .......... 3
NU 202 Comprehensive Nursing Practice ............ 11

Three-Year Day or Evening/Weekend Division

Year 1 credits
Semester I and II; Summer I/II (optional)
Non-Nursing Courses:
BI 105 Anatomy & Physiology I/Lab .......... 4
BI 106 Anatomy & Physiology II/Lab ........... 4
BI 108 General Microbiology/Lab ............. 4
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 credits
Semester I—15 weeks
NU 101 Foundations of Nursing Practice .......... 9
Semester II—15 weeks
NU 102 Adult Nursing Practice .................. 10
Year 3 credits
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 prior to or concurrent with NU 201.
* EN 105, EN 106 and MA 210, SO 201 may be taken at any time prior to graduation.
** NU 404—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, hygiene, food and fluid, rest, activity and elimination. The health restoration focus addresses the nursing actions precipitated by selected adult patients experiencing pain, inflammation, infection, surgery, alterations in oxygenation and mobility status. Communication, basic research skills, informatics and technology, a philosophy of caring, and ethical/legal standards of practice are presented as essential to professional role development.

The course introduces the student to the major categories of patient needs: Safe, Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity and Physiological Integrity. The concepts of adaptation, nursing process, communication, clinical reasoning and evidence-based practice are included in the design, along with the Nurse of the Future Concepts, Skills and ACEN Core Values.

The concurrent clinical component of the course provides the students the opportunity to participate in collaboration with the interprofessional team, approach the macro/micronursing system, the macro/microsystem of the care environment and to begin to contribute to quality improvement. Evaluation of course/outcome achievement by using student 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 care 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 Lab introduce the student to new nursing skills prior to their application in clinical practice. Further development of professional identity is emphasized through self and faculty evaluations of the student’s clinical progress.

NU 201 Family-Focused Nursing Practice
The third nursing course focuses on the knowledge skills, attitudes/values and abilities required to provide safe, quality, patient-centered care to women, children and their families in order for them to flourish. The “Nurse of the Future Competencies” are integrated into theoretical concepts and clinical practice. Communication and critical reasoning skills are utilized in applying the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for childbearing and childrearing families. Strategies to optimize health are presented and discussed in relation to childbearing and childrearing including; high-risk pregnancy, high-risk parenting and common health problems of 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 changes in family structure and function, and/or the effects of illness. Leadership and management principles are reinforced through clinical practice and clinical conferences. Collaboration with patients, families and the interprofessional health care team is promoted in order to provide quality nursing care. Ethical and legal concerns and the exploration of cultural influences on family-centered care are analyzed in this course.

Concurrent acute care and community clinical experiences are utilized to introduce the student to diverse professional nursing roles and the modeling of an evidence-based
approach to nursing practice in the provision of care to childbearing and childrearing families. These clinical experiences provide numerous opportunities to employ teaching-learning principles and further develop specialized skills and learning outcomes in assisting these populations. Clinical conferences are held to reinforce learning and to assist students to correlate theory concepts into clinical practice. Simulated clinical learning experiences in the nursing arts lab provide opportunities to develop and practice skills that are utilized in the clinical area.

Evaluation of the course/clinical student learning outcomes and student/faculty conferences provides feedback on student progress to promote professional development.

NU 202 Comprehensive Nursing Practice

The last nursing course focuses on the knowledge, skills, attitudes/values and abilities required to provide safe, quality, patient-centered care to adult individuals with complex stressors, assisting those individuals and families to flourish and adapt.

Concepts presented in this course focus on the physiological and psychological needs of individuals and families experiencing complex alterations in oxygenation, fluid balance, tissue perfusion, cardiac output, elimination, shock and multiple organ failure; also emergency management and disaster care. In addition, concepts related to altered thought, mood, relationships, self-esteem, and self-concept are taught to introduce the student to the needs of individuals and families with mental health needs. The Nurse of the Future Core Competencies are integrated into the course and promote an evidenced-based approach to nursing care of individuals and families. The planning, delivery and management of safe, comprehensive, individualized, patient-centered, quality care is based on the utilization of established research findings and is guided by ethical, legal and professional standards of nursing practice.

Professional role is further developed in order to initiate change and foster a safe, effective care environment. Leadership and management skills are practiced within the interprofessional team as students assume responsibility for their own learning and for the care provided to patients and families.

A philosophy of caring permeates the students’ critical thinking, clinical reasoning and communication skills. Using the nursing process, in collaboration with patients, families and the interprofessional team, students generate culturally competent therapeutic nursing interventions to promote adaptation. Concurrent clinical experiences are provided in acute care and community settings to further develop the skills and competencies necessary for beginning nursing practice.

Nursing Arts Lab simulated clinical learning experiences provide opportunities to develop and practice skills that are required in the clinical area. Clinical conferences are held to reinforce learning and to assist students to correlate theory concepts into clinical practice.

Evaluation of the course/clinical student learning outcomes by the student and faculty and student/faculty conferences provide feedback of student clinical progress to enhance professional development.

* For a more detailed description including prerequisites, see the Lawrence Memorial/Regis College Nursing Program website, www.ltmregis.org.

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. Admission to Regis College does enable the student to compete for entry into the Regis College nursing program at the conclusion of the first term of the second Regis College 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, a designated, pre-established number of qualified students will be admitted into the Regis College 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 NU 203, Introduction to Nursing; NU 205, Essentials of Nutrition along the Health Continuum; and in prerequisite Regis College 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.

* Students admitted to Regis College as a Direct Acceptance candidate to the nursing major must adhere to all policies for acceptance into the nursing major in order to retain their placement in the program.

Student Learning Outcomes for the Bachelor of Science Nursing Program

Students will:

1. Integrate knowledge of the natural and behavioral sciences and the humanities when implementing the nursing process to achieve culturally competent therapeutic nursing interventions and promote adaptation of individuals, families, groups and the community in primary, secondary and tertiary levels.

2. 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.

3. 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.

4. Analyze knowledge gained through an evidenced-based approach to nursing practice to accumulate data to improve and broaden the scope of nursing care.

5. Promote the rights of individuals, families, groups, and the community regarding legal and ethical standards of the nursing profession.

6. Integrate leadership and management skills in meeting health needs and nursing goals in a variety of settings.

7. Internalize responsibility for continued learning and professional development.

8. Contribute to change in health care systems to improve the professional role of nursing and the delivery of quality health care.

9. 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

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........................................3

Year 2, Spring

Evaluate student clinical progress to enhance professional development.

Year 2, Fall

History or Literature........................................3

NU 203 Intro. to Nursing......................................3

Religious Studies Requirement.............................3

CH 105 Introductory Chemistry..............................4

SP 100 Spanish for Health Prof.*.............................3

Total Credits: 126

* May take PG 100 Portuguese for Health Professionals as an alternative choice.
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 from Foundations in Nursing.)

NU 205 Essentials of Nutrition along the Health Continuum
Provides the basic nutrition facts, as well as an understanding of the role of nutrition in disease prevention and treatment. Essentials of Nutrition along the Health Continuum provides the basic material needed to understand clinical nutrition concepts (for example, the role of nutrition in preventing and treating human diseases such as heart disease, cancer, diabetes and osteoporosis) and will provide practical information for using nutritional concepts, addressing nutritional concerns and incorporating nutrition into plans of care. 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 nonverbal communication techniques used in obtaining a health history and written communication techniques used in documenting the health assessment. Students acquire the basic psychomotor skills of inspection, palpation, percussion, and auscultation necessary when performing a physical examination. The effects of age, gender, culture, religion, socioeconomic status, lifestyle, and adaptation are identified. Content is introduced using a body systems approach with students incorporating knowledge and skills into weekly lab sessions and written assignments. Students use critical thinking skills that allow them to analyze the subjective and objective data necessary to plan therapeutic nursing interventions. Students demonstrate acquired skills by performing two selected two-system history and physical exams in a laboratory setting.

NU 320 Clinical Pharmacology
This course integrates pathophysiologic and pharmacologic concepts as they relate to human health issues and the application of the nursing process across the lifespan. The pathogenesis and clinical manifestations of organ and system disease processes are considered alongside the pharmacologic approaches used to treat them. Emphasis is placed on understanding how drugs work in the context of specific disease states, why a particular drug regimen is selected, and how to assess and monitor the patient receiving the drug.

NU 321 Nursing Care of the Aging Adult
Misperceptions and lack of education about the aging process influence both the quality and outcomes of the nursing care being provided to our aging population. This course introduces the complexities and realities of caring for well and frail elders. Emphasis is focused on the multidimensional aspects of the aging process and the specialized nursing education required in caring for this population.

NU 324 Professional Nursing
This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing 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 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 setting, and the community. Emphasis is placed on client/family adaptation and the professional nursing role in an acute care setting.

NU 333 Psychiatric/Mental Health Nursing
This course focuses on the role of the professional nurse in the transcultural care of individuals with psychiatric/mental health problems and their families. Students examine major mental health problems and treatment modalities, and specific intervention strategies. Selected clinical experiences in a variety of health care settings facilitate the development of knowledge and skill.

NU 340 Community Nursing
The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process, and adaptation models, 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 competencies 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 healthcare problems across the wellness-illness trajectory. The healthcare system and 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 focuses on the adaptation and health promotion of families including childbearing women, infants, children and adolescents. It builds on previously acquired knowledge and skills in community, cultural, spiritual, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings and community-based school help the learner begin to develop critical thinking skills and competence in family health nursing.

NU 403 Evidence for Clinical Practice
This course focuses on the translation of current evidence into nursing practice, including the identification of practice issues, appraisal and integration of evidence, and utilization of the research to improve nursing practice. Students will develop the skills necessary for understanding, evaluating and applying evidence in transforming nursing practice. Activities include in-depth study of the research process as it relates to the critique and evaluation of research; the synthesis of nursing research to develop an evidence-based practice paper; and the dissemination and translation of the evidence to practice.

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

NUTRITION, HEALTH AND FITNESS STUDIES

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

Required for the Nutrition Concentration
BI 105 & 106 Anatomy & Physiology I & II
BI 108 General Microbiology
CH 101 & 102 Introduction to Chemistry I & II
HFS 150 Intro to Health and Fitness Studies
HFS 208 First Aid & CPR
HFS 250 Obesity & Body Weight Management
HFS 311 Health & Wholeness
HFS 319 Lifestyle Nutrition
HFS 320 Community Nutrition
HFS 322 Meal Planning & Nutrition Counseling
HFS 324 Experimental Foods & Food Preparation
BI 211 Pathophysiology and Nutritional Therapy
HFS 412 & 413 HFS Internship/Seminar (two semesters)
PE 3 (Physical Activity courses)

MINOR

Required for the Nutrition Minor
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

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 appropriated 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 practices from both Eastern and Western traditions. Through exploring questions of meaning and purpose and offering experiences for connecting with their inner selves, the course aims to promote spiritual growth and provide participants with tools for maintaining one’s sense of centeredness in the midst of our fast-moving world. Reading, reflection and active participation are the essential components of this course.

RS 201 Old Testament
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, taking into account 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 a professor 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 symbol and ritual in contemporary life. This will include an examination of the significance of religious ritual as an instrument for expressing and developing human life.

RS 308 (HI 308, ID 308) Medieval Vision
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-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 two recent texts.

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 demonstrated 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 Politics, and International Relations. Whether as a major, 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 administration of the law through efficient and equitable public policy in the achievement of social justice. Therefore, it provides students with the theoretical, methodological, and policy dimensions to study the law, society, and policy in the fulfillment of social justice. Most important, it is to provide students a foundation for life-long learning, a liberal arts foundation for them to offer new visions and creative solutions to the problems faced by society.

The program offers rigorous academic study characterized by critical analysis, dialogue, and nonviolent approaches 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 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.)

Law & Government
PO 404, PO 206, PO 211, PO 315, PO 313 or PO 324, LG/PO 406 or PO 403.

Comparative Politics
PO 317, PO 323, PO 325, PO 330, PO 331, PO 404.

International Relations
PO 231, PO 303, PO 330, PO 336, PO 337, PO 345.

MAJOR

CRIMINAL JUSTICE 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 administration of the law through efficient and equitable public policy in the achievement of social justice. Therefore, it provides students with the theoretical, methodological, and policy dimensions to study the law, society, and policy in the fulfillment of social justice. Most important, it is to provide students a foundation for life-long learning, a liberal arts foundation for them to offer new visions and creative solutions to the problems faced by society.

The program offers rigorous academic study characterized by critical analysis, dialogue, and nonviolent approaches 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 in Criminal Justice Studies consists of a total of twelve courses.

Required for the Major
LG 201, ID 309, ID 413, SO 201 or SO 205, SO 324, PO 316, PO 326, PO 328, PO 356, PO 406, and two additional courses selected from the following list in consultation with the student’s Academic Advisor:

LG 221, DS 309, LG 325, LG 327, PO 217, PO 237, PS 309, PO 351, SO 260, SO/RS 280, SO 303A, SO 335, SO 367.
MINORS

AMERICAN POLITICS
Required for the Minor
PO 210 and five electives from the American course listings

COMPARATIVE POLITICS
Required for the Minor
PO 211 and five electives from the international/comparative course listings

INTERNATIONAL RELATIONS
Required for the Minor
PO 230 and five electives from the international relations/comparative course listings

LAW AND GOVERNMENT
Required for the Minor
LG 201, PO 210, 310, LG/PO 406

Elective Courses
Select two from HI 333, PO 306, PO 311, PO 313, PO 315, PO 316, PO 324, PO 327, PO 336, PO 356, PO 403, SO 260, SO 303A, SO 307A, SO 324.

COURSE DESCRIPTIONS

LG 201 Introduction to Law and Government
An interdisciplinary course that seeks to understand the nature and function of law as it exists in communities. The course examines law operating at all levels, as the product of both politics and culture. Topics include the legal profession, law enforcement, the role of judges and the resolution of conflict.

PO 210 American Politics: Introduction
This course analyzes the major political institutions of the American political system at the federal and state levels, considers major public policy issues and the interests that influence policy making, examines the civil and political rights of American citizens under the Constitution, and evaluates the democratic system of campaigns and elections.

PO 211 Comparative Politics: Introduction
The course is an introduction to the study of comparative politics. It will provide the basis for understanding and comparing different political systems, political histories, political attitudes, and political institutions. The course will introduce different approaches to and methodologies for comparing political phenomena. It will also familiarize students with global political geography.

PO 212 Political Theory: Introduction
The course is a general survey of political theory with a particular focus on the classical forms of government and major concepts in political ideologies. The four chief goals of the course will be to increase the students’ appreciation of political ideas and the particular ideas shaping Western civilization (as a grounding for later explorations of non-Western traditions), to help students appreciate the contributions they can make to political life, to serve as an introduction 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, journalism, 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 explored. And, a review of a 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 the study of human rights as well as the key issues, debates, and controversies surrounding the idea of universal human rights. We will look deeper into the specific issues of human rights such as access to the resources required to realize human rights, the relationship between citizenship rights and human rights, the rights of minorities, genocide, torture, humanitarian intervention, and international criminal tribunals.

PO 303 Seminar: Critical Issues in International Relations
The course examines in depth several of the cutting edge issues of international relations that profoundly affect our lives: revolution in information technology and transnational corporations and their impact on workplace; political conflicts precipitated by world population explosion, struggle for scarce resources, North vs. South rivalry, environmental pillage; problems of post-Cold War world order, nuclear proliferation, ethnic and nationalistic clashes, human rights, immigration and multiculturalism, peace and justice, 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
The course examines the executive and legislative branches of government with 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 doctrines of constitutional law through examination of the leading cases. 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. Prerequisite: 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 alternatives. Prerequisite: PO 210.

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 communist party governments to independence and alliance with western nations. The development of the European Union and related contemporary issues will be included. Prerequisite: PO 211.

PO 323 Comparative Political Ideologies
A comparative examination of ideological approaches to political life, with particular attention to the ways human societies have organized their political communities. Major political systems, such as democracy, socialism, communism, fascism, and anarchism will be considered, as well as modern ideologies of feminism, environmentalism, and multiculturalism. Prerequisite: PO 211.

PO 324 State and Local Government
This course is designed to provide students with a basic understanding of how political decisions are made by the state and local governments, in practice as well as in theory. State and local government in Massachusetts will be given particular attention. 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 explanations for conflict, and what institutions like governments, international organizations, and nongovernmental organizations can do to resolve conflict. Prerequisite: PO 211.

PO 326 Criminal Justice
This course provides a general introduction to the study of the criminal justice system in the United
States. It will examine theories, issues, and cases. Topics that will be covered include the nature and origins of crime, justice and punishment, police work and law enforcement, criminal court procedures and processes, sentencing, analysis of the prison and corrections systems in the United States, probation work, juvenile justice, the role of criminogenic variables, new technologies in police and legal administration. Prerequisite: LG 201.

PO 327 Police and Law Enforcement in America
The objective of this course is to present a survey and analysis of policing and law enforcement in America. It will analyze within a theoretical and empirical framework the structure, processes, and mission of state, local, and federal police forces. Topics will include the history of policing, police and community relationships, police culture and behavior, legal dimensions of policing, public policy and policing, moral/ethical dimensions of police work, and policing as a career choice.

PO 328 Introduction to Criminology
Theories of criminology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its dynamics, students will examine the development of both historical and contemporary approaches. Individual/rational, structural, traits, and social process theories will be analyzed. Criminal typology theory ranging from interpersonal violence to cybercrime will be covered. Issues about crime prevention and treatment will also be explored.

PO 330 Foreign Policy
This course will give students a critical understanding of the process of foreign policy making, with special attention to cross-cultural (particularly North-South) differences. We will study the factors and actions that influence decision-making, including leadership, the roles of blocs and alliances, the significance of “new” issues such as environmental concerns, and the influence of culture on foreign policy making. We will explore how foreign policy has changed since the end of the Cold War, and what challenges will have to be confronted in the new century. Prerequisite: PO 211.

PO 333 International Political Economy
This course is designed to be an introduction to international political economy. It will provide an overview of theories and methodological approaches to international political economy, a historical review of the international political economic system, and an application of the theoretical approaches to specific issues and processes. Case studies regarding the correction systems. Topics will include the history of penology and prisons, theories about punishment and incarceration, prison culture and staffing, prison litigation, new trends in rehabilitation, probation and parole, privatized versus public and correctional facilities, and careers in corrections.

PO 356 American Corrections Systems
The objective of this course is to present a survey and overview of the criminal corrections system in the US. It will analyze the institutions, functions, processes, and case studies regarding the correction systems. Topics will include the history of penology and prisons, theories about punishment and incarceration, prison culture and staffing, prison litigation, new trends in rehabilitation, probation and parole, privatized versus public and correctional facilities, and careers in corrections.

PO 403 Seminar: American Politics: Critical Issues
In examining critical issues of American politics, the seminar participants will confront contrasting points of view about democracy and freedom, compare concepts and competiveness, critical foreign policy issues, individual rights vis-à-vis public interest, as well as globalization vis-à-vis distributive economic justice. We continue to face the challenge of thinking straight, clarifying our values, and articulating with persuasiveness. Honestly confronting these issues is critical to 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 the politics of identity. Sport may be viewed as a glimpse of bigger societal issues. A comparative and evaluative exploration of the politics of sport will clarify many of these concepts. This course will examine various countries and sports 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 concentrates on the relationships between the judiciary and other parts of the political order, as well as between federal and state governments. Students explore the intersection of culture, society, law, and public policy making, investigate issues relating to ethics in law and government, race/ethnicity and gender and the law, and discuss the role of the citizen in the American system. An exploration of what is justice will be a primary focus of the seminar.

LG/PO 409/410C Internship Washington Semester
Each program includes internships with appropriate organizations and agencies and seminars with a variety of government officials. Regis College is affiliated with the Washington Semester Program each year in Washington, D.C. Participating students may choose from five programs: National Government & Politics; Economic Policy; Foreign Policy; Justice; Journalism (open to qualified juniors and seniors.)

SOCIOLOGY COURSE DESCRIPTIONS

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 social problems such as poverty, crime, health, 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 the needs of children; childhood poverty, child abuse, the impact of changing patterns on the relationship between parents and children, schools, and the media as socializing agents.
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 cultures.

SO 260 Peace in the New Millennium
This course will examine non-violent theory and practice from a sociological perspective. Students will be introduced to new paradigms for understanding and resolving conflict on a global, national, and local basis. The course will include both a theoretical focus (by employing sociological methods and criticisms to nonviolent theory) and a practical focus (by training students in techniques of non-violent communication and new approaches to conflict resolution).

SO (RS) 280 Spirituality and Service
This interdisciplinary course will be co-taught by a professor from 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.

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 will study the social, political, historical, economic, and cultural experiences of oppressed groups (“minorities”) and we will compare these traditional “minorities” to women, older people, people with disabilities, and others.

SO 324 Juvenile Delinquency
Examines 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 examine how technology and environmental issues impact social relationships and social institutions.

SO 354 Women in Society
Examines some of the cultural and social definitions and interpretations of women and women’s experiences. Taught from a woman’s perspective, emphasis is on social institutions (economy, education, work, health, media, family) that maintain inequality according to race, gender, social class, sexual preference, and the importance of meaningful social change.

SO 355 Sociology of Health and Illness
Explores the role of culture in the experience of illness and the development of contemporary forms of health care, both clinical and alternative forms. The course examines challenging and provocative literature and research in the growing field of sociology of health that points to the critical role of culture in causation, experience, treatment, and healing of contemporary forms of illness and disability.

SO 367 Gender Roles
This course explores changing roles for both men and women in contemporary society. It examines how culture both influences and reflects newly-emerging definitions of masculinity and femininity.

PORTUGUESE
See History, World Languages and Cultural Heritage

PSYCHOLOGY
- Helen Sabolek Consiglio, Department Chair
- Stacie Bancroft
- Lauren Beaulieu
- Sheila Combs
- Rebecca Des Roches
- Barbara Noel Dowds
- Stephen C. Heinrichs
- Kristine McGinn
- Shelby Ortega
- Barbara M. Pedulla
- Jacqueline N. Potter
- Heidi L. Webster

Student Learning Outcomes for Psychology
Students will:
- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Appreciate the socio-cultural context of individual differences and interact effectively with people from diverse backgrounds.
- Understand and apply basic research methods in psychology in compliance with APA guidelines and code of ethics.
- Demonstrate an understanding of how psychological theory and research is applied in multiple professional domains (e.g., counseling and education) and in everyday life.
- Use reasoning to effectively recognize, develop, defend, and criticize arguments and other persuasive appeals.

MAJOR
PSYCHOLOGY
Prerequisites
PS 203, 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 in the Psychology program allow 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 wishing to earn a concentration in neuroscience must complete the following courses:
- PS 329 Neuropsychology (can be taken as a Psychology Elective)
- BI 103/X OR BI 104/X Introductory Biology (both recommended)
- BI 210/X Cell Biology/Laboratory or BI 307/X Genetics/Laboratory
- BI 306 Neurobiology
- (ED) BI/PS 401 Individualized Study in Neuroscience

PS 203 Introduction to Psychology
This course will explore the major theories, concepts and fields in psychology. Biological, social, and psychological influences on thinking, feeling, and acting will be examined as we discuss the application of psychology to real-life situations.

PS 204A Introduction to Psychology II
This course will follow PS 203, and will focus on the foundations of writing in psychology and the development of critical thinking skills. Topics include ethics, writing, evaluation of current topics, career opportunities, and the application of psychology in everyday life. Prerequisites: PS 203 or PS 233 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
This course will focus on how research is conducted in Psychology and the behavioral sciences. Emphasis this semester will be on critical evaluation of sources of information, conducting literature searches and design of research projects. This course will provide an overview of both qualitative and quantitative research designs and include a laboratory. Prerequisites: PS 204 or with instructor’s permission.

PS 304 Research Methods in Psychology II/Lab
This course will build upon the information learned in PS 303. Emphasis will be placed on conducting research experiments and analyzing and presenting research findings. This course will provide an overview of complex experimental, correlational and quasi-experimental designs and include a laboratory. Prerequisite: PS 303.

PS 307 Child Development
This course examines the physical, cognitive, emotional, and social development of the child. The child’s development is not viewed in isolation but rather in the context of family and culture. Theory, research, and the application of child development concepts to professional situations are each important components of the course. Prerequisites: any two of the following three: PS 203, PS 204, ED 101, or with instructor’s permission.

PS 309 Abnormal Psychology - Adult
In this course we will consider current theory, research and controversies regarding the nature, causes, outcomes and treatment of many of the major psychological disorders. Prerequisites: PS 203 and PS 204 and junior or senior status or 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 also gain an appreciation of the physical, cognitive, emotional,
and social influences on the adolescent’s development and explore the application of this knowledge to professional situations. Prerequisites: any two of the following three: PS 203, PS 204, ED 101, or 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 ageism 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. Important issues in social perception, social influence, and social relations will be covered. Prerequisites: PS 203 and PS 204 or with instructor’s permission.

PS 314A. Abnormal Psychology - Child and Adolescent
An examination of childhood psychological disorders from a bio-psychosocial perspective. The course covers theory, research and controversies related to the nature, etiology and treatment of disorders that begin in childhood or adolescence. The impact of these disorders on the child’s development and family functioning are considered. Prerequisites: any two of the following three: PS 203, PS 204, or PS 233 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 will 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
This course covers the theories and research that describe mental processes such as perception, learning, attention, memory and language. Students will learn about how we organize information and how we use this information in our daily lives to make decisions and solve problems. Prerequisites: PS 203 and PS 204 or with instructor’s permission.

PS 327 Group Process
This course includes both experiential learning in groups and the study of theoretical perspectives and research findings about groups. Students will engage in a variety of group activities as well as the more traditional classroom activities of lecture and discussion. Prerequisites: PS 203 and PS 204 or 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 include pleasure and positive experiences, happiness, character strengths, values, wellness, positive interpersonal relationships, and the institutions that facilitate these positive outcomes. Prerequisites: PS 203 and PS 204 or with instructor’s permission.

PS 329A Neuropsychology
This course will focus on the study of brain-behavior relationships. Students will gain an understanding of the major ideas and theories in Neuropsychology. Topics covered will include principles of brain organization and function, assessment and diagnostic techniques, neuropsychological disorders occurring throughout the lifespan, as well as recovery, rehabilitation and currently available treatments. We will address ethics and the role of emerging technologies in shaping the direction of the field. Prerequisites: any two of the following three: PS 203, PS 204, or PS 233 or 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
This course provides an examination of topics and theories in contemporary and classical psychology with the additional opportunity to research areas of individual career and post-graduation interests. Prerequisite: PS 301 or with instructor’s permission.

PS 409, PS 410 Individualized Study

PUBLIC HEALTH

Laura Burke, Department Chair  Leslie Mandel  Nancy Street  Janet DiLeo-Wade  Lana DeLoid  Kevin Najarian  Barbara Waldorf
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 related to 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 106 Anatomy and Physiology I Lab
- BI 106 Anatomy and Physiology I 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

MINOR

Required for the Minor
- PBH 200 Introduction to Public Health
- PBH 203 Introduction to Epidemiology
- PBH 206 Introduction to Global Health
- PBH 303 Public Health Policy and Advocacy

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 public health in the community. It will
focus on major health problem that have faced populations both historically and currently.

PBH 203 Introduction to Epidemiology

Epidemiology is the study of the distribution and determinant of disease in populations. The purpose of this course is to introduce the basic principles and methods of epidemiology and to provide students with the skills to analyze and interpret data in the field of public health. The course is also intended to provide an introduction to the basic skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

PBH 206 Introduction to Global Health

Global Health is the science of understanding the distribution of populations throughout the world, in an effort to understand contributing factors to health, with a focus on improving the health of the communities across the globe through organized and systematic efforts. These efforts can take the form of education, 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, and the role of health on the health of populations both historically and currently.

PBH 307 Health and Society

This course will focus on understanding society’s impact on the public’s health with a focus on the social determinants of health. Readings and discussion center on understanding the theories, measurement and evidence related to specific social conditions and experiences such as: socioeconomic position, discrimination, social networks and support, work conditions, ecological level neighborhood and community, social conditions and social and economic policies. Biological and psychological mechanisms by which social conditions influence health will be discussed. Prerequisites: PBH 203, 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 or minimize the negative impact of environmental toxicants. 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

Public Health Policy and Advocacy Health policy and advocacy training is needed to provide future public health practitioners with policy-making knowledge and skills in generating public support, policy-maker communications, and policy campaign operations. This course will provide a comprehensive introduction to the fields of public health policy and advocacy. Students will gain an understanding of the current healthcare system and strategies used to advocate for the community—through legislation, written pieces, media, coalitions, and community organizing. The course will focus on moving from identifying a health problem, to creating potential solutions, and then determining how to propel the solution forward into action. Prerequisites: PBH 200 and PBH 206 or the written permission of the instructor.

PBH 402 Developing a Public Health Program

Public Health professionals are trained in the use of appropriate strategies and methods to facilitate the development of policies, procedures, interventions and systems that are conducive to the health of individuals, groups and communities. This course focuses on the assessment, planning, implementation and evaluation of public health programs that will assist individuals and groups to maintain and improve their health.

PBH 409 Public Health Internship I / PBH 410 Public Health Internship II

These courses are designed for senior Public Health students. They are an opportunity for students to gain practical experience in a public health setting. Students will work in an area of public health that is of interest to them. This is a two-semester course. Prerequisites: PBH 200, PBH 203, PBH 206, PBH 303, and PBH 307 or the written permission of the instructor.

RADIOGRAPHY

Regis College awards an Associate of Science with a major in Radiography. For more information about this program, see the Lawrence Memorial/Regis College Radiography Program website, www.lmregis.org.

Upon graduation, all graduates of the LM/RC Radiography program have the opportunity to attend the Bachelor’s Completion program in Medical Imaging. Additional information regarding this program can be found in the Graduate Programs section.

FULL-TIME TWO-YEAR CURRICULUM PLAN

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<tr>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>BI 105 Anatomy &amp; Physiology I/Lab</td>
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<td>Year 1, Summer</td>
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<tr>
<td>MR 100 Introduction to Radiologic Technology/Lab</td>
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<tr>
<td>BI 106 Anatomy &amp; Physiology II/Lab</td>
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<td>Year 1, Fall</td>
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<tr>
<td>MR 101 Radiologic Procedures &amp; Related Anatomy I and Lab</td>
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<tr>
<td>MR 111 Radiologic Imaging I and Lab</td>
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<td>MR 120 Radiologic Clinical I</td>
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<tr>
<td>MR 102 Radiologic Procedures &amp; Related Anatomy II and Lab</td>
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<td>MR 112 Radiologic Imaging II and Lab</td>
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<td>MR 131 Radiologic Physics</td>
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<td>MR 121 Radiologic Clinical II</td>
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<td>Year 2, Summer</td>
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<td>MR 220 Radiologic Clinical III</td>
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<td>Year 2, Fall</td>
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<tr>
<td>MR 201 Radiologic Procedures &amp; Related Anatomy III and Lab</td>
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<tr>
<td>MR 211 Radiologic Imaging III and Lab</td>
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<td>MR 231 Radiation Biology and Protection</td>
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<td>MR 221 Radiologic Clinical IV</td>
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<td>Non-Radiography course</td>
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<tr>
<td>Year 2, Spring</td>
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<tr>
<td>MR 240 Advanced Radiologic Procedures/Lab</td>
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<td>MR 250 Radiologic Pathophysiology</td>
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<td>MR 222 Radiologic Clinical V</td>
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NON-RADIOGRAPHY COURSES

The listing of Radiography courses in the curriculum above provides a guideline of how many courses should be taken each semester.

The seven (7) non-Radiography courses are:

<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>BI 106 Anatomy &amp; Physiology II/Lab</td>
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<tr>
<td>EN 105 Writing Seminar</td>
<td>3</td>
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<tr>
<td>EN 106 Critical Reading</td>
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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 lectures, 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 course of a three course sequence, students will learn how to safely and efficiently move/manipulate typical types of radiographic and fluoroscopic equipment, locks and accessories. The student will also study the anatomic structures/organs associated with, and the standard body/part positions, which are fundamental to the performance following exams: Commonly performed views of the Chest, Abdomen; Routine Upper Extremity; and Routine Lower Extremity. Learning activities will include classroom presentation, guided self-study exercises, demonstration, and practice. Student first level performance competency will be evaluated in the lab setting.

MR 102 Radiologic Procedures and Related Anatomy II and Lab (3 Credits)

In the 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, 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 how to safely and efficiently manipulate/move typical types of radiographic and fluoroscopic equipment, locks and accessories. The student will also study the anatomic structures/organs associated with, and the standard body/part positions, which are fundamental to the performance following exams: Commonly performed views of the Chest, Abdomen; Routine Upper Extremity; and Routine Lower Extremity. Learning activities will include classroom presentation, guided self-study exercises, demonstration, and practice. Student first level performance competency will be evaluated in the lab setting.
Undergraduate

**course descriptions = radiography**

- Concepts and applications of Signal Theory will be studied within the framework of film/screen and digital/computed radiologic imaging as well as fluoroscopic imaging. Students will learn the primary factors of image production and become familiar with some of the basic equipment required to obtain radiologic images within the radiology department. Laboratory exercises will assist the student in the application of the factors studied to produce consistent, high quality images, exposure factor manipulation, equipment utilization, and concomitant theoretical foundations relevant to the production of various degrees of Radiologic Density/Brightness will be studied.

- MR 112 Radiologic Imaging II and Lab (3 Credits)
  In this second of the three imaging courses, students will further analyze the production/creation/manipulation of radiographic density/brightness plus a detailed analysis of factors producing radiographic contrast and detail/spatial resolution. Assessment of image distortion and how to minimize its influence on the radiograph will be discussed. Topics covered will review the importance of optimal imaging standards, problem solving techniques, and potential problems that arise in the process of acquiring radiographic images.

- MR 120 Radiologic Clinical I (3 Credits)
  Starting with a formal orientation to the students’ assigned clinical site, students will progress as follows: a) structured observational experiences b) guided clinical application/practice of skills associated with acquisition/production; 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, continuous 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 the selected radiographic exams.

- 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 of procedure with more advanced Radiographic Exams of the cranium, Emergency Room Radiography and Genito-Urinary Imaging. Concurrently, the routine body positions required to obtain the routine Radiographic exams of the chest will be practiced and evaluated within laboratory sessions. In addition, students will be presented the anatomy and positioning views associated with Mammography. A review of exams covered in prior semesters will also occur. Presentation of a self-produced case study and a self-produced, self-criticized video-tape of their performing and describing selected studies are course requirements.

- MR 211 Radiologic Imaging III and Lab (3 Credits)
  In this third of the three imaging courses, the focus will be on students synthesizing and combining all principles and practices covered in the prior two courses. Emphasis will be placed on students adopting a coherent, comprehensive approach to the development of a technical imaging protocol system. Laboratory exercises will assist the student in application of the factors studied to produce consistent, high quality images. Students will learn how the principles learned in film/screen radiography translate in the world of digital imaging. A review of basic computers and terminology will be included to ensure all students are up to date on computer language.

- MR 220 Radiologic Clinical III (6 Credits)
  The Summer starts with an intensive, one-to-two week academic and lab component focusing on learning (a) the anatomy and positioning for selected views associated with gastrointestinal imaging and (b) the anatomy and performance of Venapuncture for the purpose of contrast agent administration. This intensive experience will help students develop higher level of performance competency and efficiency in the exams covered during the freshman year as well as the performance of the cranial studies covered in class/lab. Students will be expected to emphasize their demonstrating progressively increasing levels of organizational skill, performance speed and accuracy as they progress through the semester. Clinical conferences/critique sessions will be invoked with the completion of the laboratory sessions of radiographic images will also be studied.

- MR 221 Radiologic Clinical IV (4 Credits)
  Students will continue to develop confidence in the performance of those radiographic exams that were incorporated in the prior three semesters of study. In addition, they will progress from structured observational experiences through guided self-study exercises of procedure performance skills to assessment and achievement of appropriate clinical competency in the performance of those radiographic exams studied in Radiologic Procedures with Related Anatomy III and Lab. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected radiographic (and in selected cases, fluoroscopic and bedside/portable) exams of the chest, abdomen, upper and lower extremities, skull, sinuses, genito-urinary system, and those exam studies that are commonly performed within the Emergency Room/Urgent Care setting. Clinical conferences/critique sessions will be incorporated.

- MR 222 Radiologic Clinical V (3 Credits)
  Students will be expected to exhibit the level confidence in the performance of all radiographic exams which were incorporated in the prior semester’s academic and clinical study associated with the certification level of “Exit Level I: Clinical Competency”. Students will also present a portfolio, which demonstrates their performance in the clinical environment for the past four semesters.

- MR 231 Radiologic Biology and Protection (3 Credits)
  After a brief review of the atomic and molecular physical principles covered in MR 131, a study of the fundamental biological principles relevant to the manifestation of biologic effects from radiation exposure will occur. This will be followed by study of these effects on the atomic, molecular, cellular, tissue, organ and organism level. In addition, students will study the principles relevant to: the basic radiation safety practices and regulations promulgated by state and federal agencies; and the general design considerations relevant to Radiology Facilities.

- MR 240 Advanced Radiologic Procedures (3 Credits)
  Selected exams in Cardiovascular/Peripheral Vascular Imaging and Interventional Radiology will be studied. In addition, students will learn the fundamentals elements of Body Sectional Images in the Axial, Coronal and Sagittal planes. Lastly, students will engage in an intensive review of all material covered in prior semesters followed by comprehensive performance testing, with established minimum acceptable criteria, in those modalities. The purpose of this review and testing will be to provide a formal assessment of 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 selfstudy exercises and class room discussions.

**Social Work**

- Hugh Clark, Program Director
- April Fletcher | 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 placements. 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 licensure, and those 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.
### Undergraduate

**Student Learning Outcomes for Social Work**  
Students will:  
- Identify as a professional social worker and conduct oneself accordingly.  
- Apply social work ethical principles to guide professional practice.  
- Apply critical thinking to inform and communicate professional judgments.  
- Engage diversity and difference in practice.  
- Advance human rights and social and economic justice.  
- Engage in research-informed practice and practice-informed research.  
- Apply knowledge of human behavior and the social environment.  
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.  
- Respond to contexts that shape practice.  
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

### Major

#### Social Work

**Required for the Major**  
- SW 202, SW 303A, SW 304A, SW 327, SW 330, SW 331, SW 335, SW 336, SW 337, SW 347, SW 401, SW 410C, SO 201, SO 303A, PS 203, BI 203 fulfills the science requirement.  
- Social Work majors are required to take statistics for their mathematics requirement.

Junior will complete 104 hours of an internship (SW 410C) in conjunction with SW 331.

Senior will complete 416 hours of a field placement in their senior year in conjunction with SW 337 and SW 401.

Social Work students must maintain a grade of C or better in social work courses that are required for the major and maintain a GPA of 2.5.

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

### Minor

#### Social Work

**Required for the Minor**  
- SW 202, SW 303A, SW 304A, SW 327, and two electives in Social Work. SO 303A may count as one of the two electives for the minor.

### Course Descriptions

#### SW 202 Introduction to Social Services
This course provides an overview of the human service delivery system with an emphasis on the role of the social worker in five primary areas: child welfare, mental health, criminal justice, education, and health services. Social problems and the social policies that evolved to meet the needs of populations at risk are explored in the context of social and political forces.

#### SW 303A Life Span Human Behavior
This course studies individual and family development across the life span from a bio/psycho/social perspective. Students use research thinking skills in evaluating and applying various developmental theories in work with clients. Course content includes material on ecological and systems theory, cognitive and behavioral theories and psychodynamic theories. Students complete three interviews and psychosocial assessments of someone at adolescence, midlife and later adulthood.

#### SW 304A Communities, Groups and Organizations
This course studies the effects of macro 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 the role of health care providers in maintaining and promoting health. Prerequisites: SW 202.

#### SW 330 Field Placement Seminar
This course is taken concurrently with SW 337, the Field Work Placement. Classes focus on integrating social work practice in various field agencies with classroom learning. The course is designed to help students in their field placements and provide a structured environment to discuss students’ field experiences. Students will concentrate on developing skills required in agency work, including use of supervision, collaboration with legal and ethical issues, case management, and documentation. Students will discuss cases that involve issues of gender, poverty, ethical dilemmas, and diversity. Prerequisites: SW 202, SW 303A, SW 330A, 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’ interviewing skills. Students will practice and enhance traditional interviewing skills and will also learn non-traditional methods of assessment and interview, such as role-playing, scripting, 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 biopsychosocial perspective, as the segment of the adult population predicted to increase significantly in the next decade. Theories of adult development will be reviewed. Students will learn 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 343 Clinical Interviewing, Role-Plays, and Reflection
This social work course focuses on strengthening and broadening students’ interviewing skills. Students will practice and enhance traditional interviewing skills and will also learn non-traditional methods of assessment and interview, such as role-playing, scripting, and using drama and metaphor. Prerequisites: SW 202, SW 303A, SW 330.

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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 basic methodology of social work research, using studies in social work. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, 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 410C Internship
The junior internship in social work is a semester-long course which involves working at a social service or social action agency for a minimum of eight hours a week. Supervision by an MSW is preferred. It is an opportunity for students to “get their feet wet,” to gain some experience, and to explore areas of interest to them in the social work field. Prerequisites: SW 202, SW 303A, SW 304A, SW 330. This course is taken concurrently with SW 331.

SOCIOLOGY
See Politics and Social Justice

SPANISH
See History, World Languages and Cultural Heritage

SPORTS MANAGEMENT, HEALTH AND FITNESS STUDIES
Sports Management is one of the concentrations available within the Health and Fitness Studies major. Students in the Sports Management concentration are also required to choose a minor as part of their course of study. For faculty list and learning outcomes, see Health and Fitness Studies.

Required for the Sports Management Concentration
HFS 150 Intro to Health and Fitness Studies
HFS 208 First Aid & CPR
HFS 250 Obesity & Body Weight Management
HFS 311 Health & Wholeness
SW or SO (1) course from approved list
PS 233 Intro to Human Development
PBH 10 Intro to Nutrition
HFS 313 Sport in Society
HFS 316 Sports Management
HFS 340 Sport Event Management
HFS 342 Sport Marketing & Technology
HFS 345 Legal Issues in Sports Management
HFS 355 Facility Design, Operations & Management
HFS 356 Athletic Administration & Sport Governance
MT 203 Intro to Leadership/Management
MT 204 Organizational Behavior
MT 209 Financial Accounting
HFS 412 & 413 HFS Internship/Seminar (two semesters)
P E (3) Physical Activity courses

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.
GRADUATE policies & procedures

General
Enrollment in graduate programs is on a part-time or full-time basis contingent upon the academic background and career goals of the student. Non-matriculated students will be accepted for individual courses on a space available basis. All requirements for the master’s degree must be completed within five years (for programs requiring less than 37 credits.) Programs requiring 37 or more credits must be completed within seven years. Applicants will be formally accepted in writing only after all admission requirements have been fulfilled. In cases where entrance requirements have not been fulfilled, the applicant may be permitted to take no more than two courses prior to acceptance. Admission as a non-matriculant implies no commitment for admission to a degree program. No student is considered admitted to a graduate program until such notice has been sent.

All documents, transcripts, and other papers submitted for admission become the property of the Office of Graduate Admission and will not be returned. Each student will be assigned an advisor upon acceptance as a matriculating student. The advisor will help the student to plan a study program and choose courses for each semester.

Course Competency Equivalence Procedure
In some graduate programs and in cases when a graduate student believes that standards for a given course have been met, application may be made to demonstrate those standards or competencies through documentation and testing. Based on the requirements of the particular graduate program, a student may be required to select an elective in place of the course for which proof of the standards is demonstrated.

The student should contact the graduate program director for additional information and assistance.

Grades
Grades are issued at the close of each semester and after each summer session. The passing grade range is as follows: A, A-, B+, B, B-. The high passing grade of A is awarded for distinguished course work. The ordinary passing grade of B is awarded for course work that is clearly satisfactory. Any grade below B- is considered a failing grade. *Two such grades will result in the student’s dismissal from the program.*

If a student withdraws before the sixth scheduled class meeting in a traditional semester course, the student will receive a "WP" on the academic record; if after the sixth meeting, the student will receive a "WF" if failing the course. A "WF" grade will be considered a failing grade for purposes of academic standing.

If a student withdraws from a non-traditional course (i.e. turbo, hybrid or monthly/weekend format), the student will be evaluated on an individual basis and receive either a "WP" or "WF".

Academic Mandatory Leave of Absence
Graduate students who receive two failing grades—and are thus dismissed from their academic program—will be placed on a mandatory leave of absence from the College for at least one semester. During this leave, students are permitted to apply for admission to a new graduate program. If a student is successfully admitted to a new program and wishes to resume studies at Regis, he/she may petition the Associate Dean of Graduate Affairs to return to the College. All petitions must be in writing.

During an academic leave of absence, a student may consult with academic advisors and other College officials to discuss alternative academic plans. They should not, however, access other College resources (fitness center, library, health services, etc.).

Leave of Absence Policy for Graduate Students
A leave of absence is intended to recognize situations in which a student, for sufficient reason, temporarily can make no progress in her/his graduate program for more than one semester. 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 (see above). Leaves of absence are granted for a maximum of four consecutive semesters (fall, spring, summer 1, summer 2) by petition to the Graduate Program Director and Associate Dean of Graduate Affairs. Students pursuing a leave of Absence should follow the procedure below:

Before beginning your Leave of Absence

- Complete the “Graduate Student Petition for Waiver of Continuous Registration” form.
- Submit your completed form to the Associate Dean of Graduate Affairs.

Before returning from your Leave of Absence

- Complete the “Graduate Student Petition to end Leave of Absence” form.
- Speak to your Graduate Program Director to ensure that you will be able to satisfactorily complete your degree.
- Submit your completed form to the Associate Dean of Graduate Affairs. You may not register for courses before receiving approval to return from the Associate Dean.

Policy on the Integration of Graduate Courses and Undergraduate Degree Requirements
Upon the approval of their undergraduate advisor and the appropriate graduate program director, qualified undergraduate students may enroll in specified Regis graduate courses. Up to three Regis graduate courses may count toward both the total number of courses 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 consent of the Undergraduate Academic Director, the student’s overall GPA may be used to satisfy the minimum Regis GPA requirement of 3.0. Credit for these courses will not be applied toward the baccalaureate degree.

- While Graduate Students are not required to make a formal Leave of Absence request if they will only be away for one semester, it is expected that they will not make use of College resources during semesters when they are not enrolled.
- *Students may be required to take additional steps before resuming studies based on the discretion of the Associate Dean of Graduate Affairs, the Graduate Program Director and the Vice President of Student Affairs.*
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 Accelerated BS/MS in Nursing Program.

Please consult the Office of Graduate Admission for current application deadlines, and to determine if any additional materials are necessary: 781-768-7330.
FINANCIAL AID for graduate students

All students applying for need-based assistance must complete the following:
- Regis College (Title IV Code #002206) must be designated as a recipient of this information.

Types of Federal Financial Aid
- Direct Loans
- Graduate Direct PLUS Loan
- Perkins Loans
- Federal Work Study

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
College Hall 221
Regis College
235 Wellesley Street
Weston, MA 02493-1571
Phone: 781-768-7270
Fax: 781-768-7225
E-mail: finaid@regiscollege.edu

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.

Payment Policies and Procedures
Student Account bills may be paid in person at the Center for Student Services; otherwise payments should be mailed to:
Regis College, c/o Century Bank, P.O. Box 87, Medford, MA 02155

Online credit card payments and electronic fund transfers may be made at www.regiscollege.edu/student-life/current-students.cfm Payment by VISA, MasterCard, American Express, or Discover Card is accepted. Students may view account statements at any time on his/her Regis Access account. Students assume full responsibility for payment of their accounts with Regis College and for any and all costs incurred to collect payment, including late fees, collection costs and attorney’s fees.

Fees
Late Fee: All accounts not settled by each semester’s billing due date will be assessed a $100 per semester late payment fee. Additional monthly late payment charges may be assessed.
Graduation Fee: A mandatory $225 graduation fee will be charged to all graduating students.
Technology Fee: A mandatory $225 graduation fee will be charged to all graduating students.

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

The following schedule for semester-length courses is used to determine the portion of tuition, room and board charges, and course-related fees that will be refunded depending upon the withdrawal date from a course or from 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.

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Refund</th>
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<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>
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</tbody>
</table>

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. 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 Higher One Tuition Payment Plan. Enroll through tuitionpaymentplan.com/regiscollege

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.

Sure-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 4 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans. Students who expect to receive financial aid or loans from any source, including 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

Goals
The following goals of the Regis College graduate studies programs flow from the College’s Mission Statement:
The graduate programs are dedicated to providing advanced professional education for women and men in their chosen fields of service/practice. To achieve this goal, the graduate programs foster knowledge of the theoretical issues, research data, and literature pertinent to each field and its ancillary fields, the attitude toward persons serviced by various fields, and toward the discipline itself.
The graduate programs are dedicated to providing students with the highest quality of educational experience as a model for services they will be rendering.
To this end, the graduate programs 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 includes two programs: a Master of Arts in Heritage Studies for a Global Society and Master of Arts in Professional Writing for New Media.

- The Master of Arts in Heritage Studies for a Global Society degree program responds to social and economic demands for practical application of liberal arts skills in a variety of contexts. As historical material, and cultural artifacts—ancient or modern, local, national or international, written or traditional—are lost, destroyed, or misrepresented and poorly understood, competent professionals with theoretical training across the disciplines will be in high demand. Students are prepared for two pathways: academic and professional.
- The Master of Arts in Professional Writing for New Media degree 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.
- 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 who have earned a BS in nursing.
- The Master of Science in Nursing track for non-nurses who have earned a BA or BS in another field.

All tracks lead to the Master of Science degree in Nursing with options in:

- Nursing Leadership/Health Administration,
- Nursing Leadership/Regulatory and Clinical Research Management,
- Nursing Leadership/Health Informatics,
- Nursing Leadership/Health Policy,
- Nurse Practitioner (Family, Pediatrics, Women’s Health, Psychiatric-Mental Health, Adult/Geriatric),
- Clinical Nurse Specialist (Adult 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 Post-Baccalaureate Certificate in Nuclear Medicine (for students holding a BA or BS in a nonmedical imaging field) is geared for students with a previous non-medical imaging degree, who have the professional goal of practicing as a nuclear medicine technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent Nuclear Medicine Technologist.

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 AD, BS, and MS 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, women’s health, psychiatric/mental health, or adult/geriatric primary care. The number of courses varies based on the student’s educational preparation.
Doctoral Degrees Offered

Regis 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.

DOCTOR OF EDUCATION IN HIGHER EDUCATION LEADERSHIP

Raymond McCarthy, Program Director

The mission of the EdD in Higher Education Leadership program at Regis College is to prepare scholarly practitioners with the skills needed to connect research with practice, lead high-performing organizations, and contribute to student learning. The program is directly aimed at working professionals in education and other leadership venues serving in capacities that focus on 1) academic administration; 2) teaching and learning; and 3) institutional research, planning and advancement.

The EdD program in Higher Education Leadership supports the College’s interest in preparing students “for roles of leadership and service in the modern world.” Students will choose between administration; teaching and learning; and institutional research, planning and advancement to develop a concentration in higher education leadership that is aligned with their current professional work or career goals.

Graduates of the EdD program in Higher Education Leadership will be scholarly practitioners who:

1. Are able to use self-analysis, inquiry and purposeful reflection to continually improve their own practice;
2. Ask engaging and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results of the investigations, and effectively communicate the results to professionals and lay persons alike;
3. Analyze the dynamics of higher educational systems and are able to leverage those systems in coherent, aligned strategies for educational change by creating democratic learning communities that move systems toward meeting institutional goals;
4. Demonstrate the knowledge and ability to ensure that all students are producing high quality work and achieving at optimum levels by fostering effective curricular programs, student-centered learning environments and accountable academic cultures that reflect high expectations for student outcomes;
5. Are culturally competent and advocate purposefully for equity in a diverse academic environment;
6. Inspire shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement;
7. Are practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in diverse academic environments advancing the institutional mission and goals;
8. Value the application of theory in practice and conduct systemic institutional inquiry, identifying critical issues using data to drive decision-making.
9. Express ideas clearly both orally and in writing, listen well, and exhibit ethical standards consistent with a professional community.

The EdD in Higher Education Leadership at Regis 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 Experiences
- Four (4) Concentration Courses

Three Concentrations are available: Academic Administration; Teaching and Learning; and Institutional Research, Planning and Advancement.

In addition, the four program themes representing “signature pedagogies” are embedded throughout the curriculum:

- Leadership
- Accountability
- Equity and Diversity
- Learning and Instruction

During their first year, students will develop foundational skills in leadership coupled with methods of inquiry. In the second year, students build upon the broad base of knowledge gained in the program while taking specialization courses that align most closely with the student’s career objectives. Each specialization exposes students to cutting-edge research and context-specific best practices with an emphasis on the application of theory to practice, utilizing a problem-based learning pedagogical approach. Lastly, the third year is characterized by integration and synthesis whereby students design and implement a culminating capstone project linking policy and practice.

More technically, the fifty-one (51) required credits for the EdD in Higher Education Leadership consist of a total of thirty-nine (39) credits of common core courses and one area of concentration with a corresponding number of electives totaling twelve (12) credits. Course requirements for each of the concentration areas are listed after the core program requirements in Table 1.

EdD in Higher Education Leadership Degree Requirements (51 Credits)

<table>
<thead>
<tr>
<th>Foundation</th>
<th>3 Credits</th>
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<tbody>
<tr>
<td>ED 801 Higher Education Leadership, Policy and Ethics</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Methods of Analysis and Evaluation (MAE)</th>
<th>12 Credits</th>
</tr>
</thead>
<tbody>
<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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem-Based Methods (PBM)</th>
<th>15 Credits</th>
</tr>
</thead>
<tbody>
<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>

<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
ED 827 Higher Education Legal Issues ................................................................. 3
ED 828 Faculty Development and Curriculum Management .................................. 3
ED 829 Co-Curricular Development in Higher Education .................................... 3

Concentration in Teaching and Learning 12 Credits

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

Concentration in Institutional Research, Planning and Advancement 12 Credits

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

Capstone Project

The capstone project for the EdD in Higher Education Leadership is in lieu of a traditional doctoral dissertation consistent with the Capstone guidelines and recommendations of the Carnegie Project on the Education Doctorate (CPED). It is still expected to represent a seminal or substantial contribution to knowledge in which the student exhibits scholarship that is practitioner-based and policy-oriented, demonstrating the candidate’s ability to conduct independent research. All other core and concentration courses in the EdD program must be successfully completed prior to enrolling in the first capstone course (ED 901). Within the traditional thesis, candidates typically work independently in consultation with one full-time faculty member. In contrast, the capstone project is completed within the framework of three courses for each cohort. The instructor of record for each of the three capstone 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.

Program Concentrations

The EdD in Higher Education Leadership mission, goals, and learning outcomes meet the College’s goal of “encouragement of excellence in teaching” on multiple levels, benefiting both students and faculty. For those individuals working in the areas of academic affairs, the concentration in academic administration will offer the opportunity for professional development to be effective decision-makers in their respective capacities. The program also emphasizes the “co-curricular” nature of higher education as essential in order to integrate both academic and student affairs in fulfillment of institutional mission and strategic goals. The program will promote excellence in instruction for all participants who choose to concentrate in teaching and learning. It will also provide current masters-prepared faculty the professional
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 challenges 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 professoriate, alternative delivery models, and changes in relevant federal legislation.

ED 811 Higher Education Leadership: Problem-Based Methods Capstone
This final problem based methods course represents the culminating experience in which the course surveys trends on higher educational leadership and challenges students to identify a problem/issue in leadership that has not yet received attention in the literature. It takes a normative approach focusing on the philosophical, political, economic and sociological aspects of the changing landscape of higher education in the twenty-first century.

ED 826 Instructional and Curriculum Leadership
This course presents curriculum and instruction from a leadership perspective within the contexts of higher education. Candidates examine contemporary issues in higher education curriculum development and design policy initiatives and reform efforts affecting curricular decision making. The course prepares candidates to analyze and design appropriate strategies for implementing and evaluating curricula and to investigate policy implications.

ED 827 Higher Education Legal Issues
Candidates will explore legal issues and their impact on post-secondary institutions. Topics include, but are not limited to the following: tenure, academic freedom, faculty employment, faculty governance, student legal issues, and tort liability. In addition, legal regulations and issues surrounding employee relations, recruitment and selection, training, benefits, compensation, diversity, documentation, and information systems will be covered.

ED 828 Faculty Development and Curriculum Management
This course will focus on the role of the 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.

ED 829 Co-Curricular Development in Higher Education
This course focuses on the evolving learning-centered co-curricular environments of higher education. Candidates will use a problem-based learning model 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 design a cocurricular 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 institutional 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
DOCTOR OF NURSING PRACTICE (DNP)

- Karen Crowley, Program Director

Built on the strength and breadth of the Regis Nursing program, the DNP addresses the national need to produce highly qualified nurse leaders to meet the demands of healthcare throughout the United States. During the fall, spring, and summer I semesters, the DNP core requirement courses are offered during a day on the weekend with a hybrid format; other classes may be offered 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.

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 hypothesis and all other research design elements. Students will present their research proposal for their capstone project at the end of the course.

ED 902 Capstone II: Implementation/ Evidence
The second capstone course focuses on the implementation of the research design in ED 901 and the gathering of necessary data to test hypotheses in an effort to empirically support or not support the research questions.

ED 903 Capstone III: Analysis/Outcomes
The third capstone course requires students to analyze, interpret and report the results of the data analysis in ED 902. A final written report in a professional format suitable for publication accompanied by an oral presentation provides the opportunity for students to defend their research and demonstrate their integrated knowledge and cumulative growth throughout the program. A final portfolio is also required prior to completion of this final degree requirement.
GRADUATE

Hospitalist
NU 673 Hospitalist Nurse Practitioner I
NU 674 Hospitalist Nurse Practitioner II

Integrative Health
NU 635 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 S13A Issues in National Health Policy (Brandeis)
NU 666 Public Health in Nursing

DNP BRIDGE PROGRAM
The DNP Bridge Program is for students with a BSN and Master’s degree in another a health care related field other than nursing. It will allow those BSN prepared nurses with masters in a related health care field from a fully accredited program to apply to the DNP bridge track. The four courses identified as part of the bridge to the DNP program are Nursing Theory, Health Care Policy, Advanced Nursing Research and a Nursing Leadership course. These four courses are major foundational courses seen in graduate nursing programs and are necessary for those students seeking a DNP. Once the bridge portion is completed the student will have the same curriculum plan (36 credits) as all other DNP students.

Bridge Prerequisites credits
NU 601 Nursing Theory ................................................................. 3
NU 618 Health Policy ................................................................. 3
NU 630 Advanced Nursing Research .......................................... 3
NU 605 Nursing Leadership ....................................................... 3
Total Bridge Credits: 12

DNP Prerequisites
NU 710 Informatics in Health care ................................................ 3
NU 713 Epidemiology and Biostatistics ........................................ 3
NU 716 Culture and Health Perspectives ..................................... 3
NU 722 Quantitative methods for EBP ........................................ 3
NU 725 Qualitative methods for EBP .......................................... 3
NU 740 Scholarly DNP Project I .................................................. 3
NU 741 Scholarly DNP Project II .................................................. 3
NU 742 Scholarly DNP Project III .................................................. 3
NU 743 Scholarly DNP Project IV .................................................. 3
Graduate elective based off of Gap analysis ................................. 3

Graduate elective based off of Gap analysis ................................. 3
Graduate elective based off of Gap analysis ................................. 3
DNP Credits: 36
Total Credits: 48
*Program eligibility will be decided on an individual basis based on previous graduate education and the nursing leadership course will be determined upon review of graduate transcripts.

COURSE DESCRIPTIONS
NU 710 Informatics in Health Care
Informatics in Health Care explores the background and theory of nursing and health care information systems. Strategies are examined for analyzing, designing/developing, implementing, and evaluating information systems for health care professionals and consumers with an emphasis on improving the quality of care delivery. Content and projects are applicable to advanced practice nurses, nurse educators and researchers, nurse leaders, executives and other health care professionals.

NU 713 Advanced Epidemiology and Biostatistics
Using the quantitative science of epidemiology and biostatistics, the course examines the basis for identification and analysis of factors that promote and inhibit the health of populations. The course includes the history and methods of epidemiology, contemporary public health issues as well as selected 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 culture and health, generally, and among selected populations, specifically, are identified. Within a cross cultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership or research positions.

NU 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 will use critical thinking skills to analyze quantitative methods as a framework for making decisions regarding clinical problems. Selected statistical models will be discussed in order to summarize and examine research data within the decision-making framework. Presentation of research and statistical theory will be balanced with application to actual clinical problems.

NU 725 Qualitative Research Methods for Evidence-Based Practice
Students are provided with an in-depth analysis of advanced qualitative research methods used in nursing and health care research. Focus will be on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytic models. Learners will 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 740 Scholarly DNP Project I
This seminar-formatted course is the first of a four course series designed to assist students in implementing an evidence-based practice project (EBP). This course will introduce students to the capstone process and progression through the 4 course series. Discussions of project scope, quality and development of an EBP project proposal will take place. Students will work with faculty to plan, design and evaluate evidence-based projects. Students will begin the process of program management, gather and critically appraise evidenced based practice, develop goals, determine expected project outcomes and establish an appropriate time management plan for the project. As part of this four course sequence, students will engage in 300 hours of mentored experience from the inception of the EBP problem to dissemination of the findings.

NU 741 Scholarly DNP Project II
This seminar-formatted course is the second of a four course series designed to assist students in implementing an evidence based practice project (EBP). This course will build upon work completed in the 1st course, with the focus on project management, evaluation methods, completion of an EBP project proposal and hearing, and submission of an IRB application. Students will continue their completion of 300 hours of mentored experience from the inception of the EBP problem to dissemination of the findings.
GRADUATE 

NU 742 Scholarly DNP Project III
This seminar-formatted course is the third of a four course series designed to assist students in implementing an evidence-based practice project (EBP). The focus of this course is on the implementation of the evidence-based practice project completed in NU 741 Scholarly DNP Project II and subsequent data collection of data for evaluation of the project. Students will continue in their completion of 300 hours of mentored experience from the inception of the EBP problem to completion of the findings.

NU 743 Scholarly DNP Project IV
This seminar-formatted course is the fourth of a four course series designed to assist students in completing an evidence-based practice project (EBP). The focus of this course is on analyzing data, evaluation process and dissemination of the project findings. Students must successfully orally defend their project as well as submit an article for publication or abstract for professional presentation and an executive summary. It is expected that students will disseminate their EBP project findings and will have completed the 300 hours of mentored experience in this course.

HP 635 Health Information Systems
Addresses the multiple systems utilized to retrieve, manage and report information in health care: information architectures, administrative and clinical applications, evidenced based health care: information retrieval, database design, clinical decision support and security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, medical devices and telehealth.

HP 638 Strategic Leadership in Health Informatics
This course examines the social, political and economic influences on the evolution of informatics in health. Students analyze concepts, issues and practices of organizational behavior at the individual, group and organizational levels as they relate to information systems in health. Students examine end users’ needs; processes and work flow in environments for the purpose of translating specifications for health information systems.

HP 643 Database Design and Development for Healthcare
This course will provide the student with an understanding of the types of databases and their usages in healthcare and related industries, as well as understanding their design and structure (relational schema). Conceptual vs. logical design will be stressed and concepts of data reporting and data mining will be discussed, including an introduction to structured query language (SQL). A small database using Microsoft® Access 2010 will be developed during the course.

NU 635 Complementary Therapies and the Nurse
This course provides an objective introductory perspective on the newly emerging field of Complementary/Alternative Modalities (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It critically examines available research and offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client as well as to assume a leadership and management role on the interdisciplinary nursing team. Also explored is the role of a range of modalities and systems, it focuses in depth on those clearly within the domain of nursing practice.

HP 645 Science of Integrative Health
This course is intended to cover the scientific theory that forms the rationale for integrative health. In this course we will cover the new scientific theories that emerged during the twentieth century that have given scientific evidence to validate many forms of integrative health. These theories include Quantum Mechanics, Chaos Theory, Nonlinear Dynamical Theory, Fractal Geometry, Information Theory, Field Theory, and Network Theory.

NU 648 Integrative Health for Women
Surveys indicate that women are more receptive to and most frequently use complementary/alternative therapies than other populations. This course will examine the critical need for diverse CAM and complementary strategies for healthy lifestyles, disease prevention, and wellness care. It examines CAM use in this population with special emphasis on safety, efficacy, and compatibility with allopathic care for selected conditions that affect women. It also focuses on developing skills for integrative care and use of selected modalities.

NU 666 Public Health Nursing
This course will provide in-depth examination of the practice and the role of public health nursing, with a focus on economic and societal factors that influence public health policy. Select concepts, theories and models, including interprofessional practice, social justice and ethics that are critical to understanding the health of populations are analyzed in order to develop a framework for identifying, prioritizing and planning interventions and research in public health nursing practice. Students will explore the promotion of health and disease prevention for communities and at-risk selected groups and roles of nurses in population health. Students will develop a public health program during their completion of this course. Prerequisites: NU 600 and either NU 718 or concurrent.

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 the development of the nurse educator as a reflective practitioner. Discussion of social, ethical, legal, and professional issues related to current and future student populations.

NU 673 Hospitalist Nurse Practitioner I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment at the level of adult/gender specific 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 interprofessional perspective. Students will complete a 120-hour mentored experience at a hospitalist site. Students will concurrently enroll in NU 738 Application of Nursing Science which is where students will demonstrate the application of classroom learning in a mentored clinical experience.

NU 674 Hospitalist Nurse Practitioner II
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment at the level of adult/gender specific 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 interprofessional perspective. Students will complete a 120-hour mentored experience at a hospitalist site. Students will concurrently enroll in NU 738 Application of Nursing Science which is where students will demonstrate the application of classroom learning in a mentored clinical experience.

ED 620 Instructional Methods and Curriculum Design in Nursing Education
This course introduces students to the major instructional and curricular models and 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 common teaching/learning situations 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.

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, influence 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 they apply to the individual practice of the nurse leader.

NU 612 Organization and Structure in Nursing Leadership
This course incorporates comprehensive discussion of administrative theories including organizational theory, management theory and leadership
Theories. These theories will be analyzed as they relate to nursing practice and the role of nursing leadership. (Practice component of 40 hours.) Prerequisite: NU 605.

NU 623 Regulatory Issues in Nursing Leadership

Utilizing current nursing research, evidence-based practice and evolving health care trends, students will complete a fieldwork experience in the area of administration/leadership in a healthcare setting or professional organization. The students will analyze examples of current issues relating to the health care delivery systems that impact on nursing practice. (Practice component of 40 hours) Prerequisite: NU 612.

PBH 600 Biostatistics

This course is designed to teach masters level students the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals and hypothesis testing; sample size and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of confounding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading of the literature.

HP 605 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.

HS 513A Issues in National Health Policy (Heller School at Brandeis University)

This weekly course, usually offered in the fall semester, will survey and analyze the health care system in the United States, emphasizing the major issues and trends, which have made the subject of intense public concern. The course will cover the financing, delivery and payment of health care by both the public and private sectors with an emphasis on the problem of the uninsured, the Affordable Care Act, and policies related to cost and quality.

MASTER OF ARTS IN HERITAGE STUDIES FOR A GLOBAL SOCIETY

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 models 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 the 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.

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, curricular activities, and internships, how to apply historical consciousness and the historian’s craft in a way that serves the community.
- Demonstrate a working knowledge of the skills, theories, methods, and models associated with the student’s chosen area of concentration as they intersect with the goals of the program.
- Integrate the themes, theories, practices, and methods acquired in the Heritage Studies curriculum in a practical way which reflects an understanding of program objectives and a commitment to community education fostering the mission and goals of Regis College on campus and beyond.

Core Curriculum (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 525 Drama as a Learning Medium
TH 527 Museum Theatre

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
4+1 MASTER OF ARTS IN HERITAGE STUDIES FOR A GLOBAL SOCIETY

Qualified undergraduate students with a GPA of 3.0 or higher may begin taking graduate courses in the second semester of their junior year. Students should follow a five 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
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 constructing 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 folklore, medicine, and religion), writing field notes, using surveys, free lists, and rankings. Additional techniques will be incorporated as they apply. We will explore ways in which cultural researchers have adapted, modified, and creatively forged innovative ethnographic approaches to accommodate the challenges, needs, and tools of our global and transnational world. Although the distinctive thrust of the course is on qualitative research analysis, the effective integration of quantitative data will be considered.

HI 688 Special Topics in History
This course is designed to offer special topics in history at the upper level. It will be offered on the basis of necessity and faculty availability.

MS 501 Introduction to Museum Studies I
Museum Studies I introduces students to the history of museums and the various aspects of museum work viewed from historical, philosophical, and practical perspectives. Particular attention is paid to the public role museums play as education partners and nonprofit organizations with a cultural focus. The course surveys the diversity of museums and examines the main operations common to all museums, such as governance, finance, education, marketing, exhibitions, and collections management. Prerequisite for MS 202.

MS 502 Introduction to Museum Management
Museum Studies II introduces the student to organizational behavior in the museum setting. Issues such as multiculturalism, corporate sponsorship, cultural stereotyping, ownership, and authenticity will be examined. Students gain practical experience through real-world museum challenges in selected areas of importance, for example, exhibitions, education, grant writing, collections policy, and long range planning.

ID 544 and 545 Museum Studies Practicum
On-campus Museum Studies Practicum units require a six- to eight-week commitment of at least twenty-five hours either in the Spellman Museum or the Carney Gallery and carry two credits. These units provide an opportunity at the sophomore level for majors and minors to profit from the professional expertise of the directors of the campus museum/gallery sites in preparation for the professional internships.

DA 519 Styles of Dance in World Cultures
Study of dance styles including those from African, Asian, European, Caribbean, and Native American traditions. Creative projects in discovery and exploration of movement and imagery. Focus on incorporating writing styles of dance into choreography for the modern stage.

TH 511 Oral History and Performance
Process of creating a Documentary Theatre script. Focus is on combining oral histories with research on a specified historical event and theatrical period. Methods and personal experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

TH 525 Drama as a Learning Medium
The use of drama as an effective tool for learning. History and scope of the international Drama- in-Education movement. Assessment of learning needs, drama methods and techniques, practical applications for the classroom and professional settings, creation and implementation of interactive drama structures, evaluation.

TH 527 Museum Theatre
Focusing on the development of Museum Theatre in the United States and abroad, this course explores how drama and theatre are employed in science museums, historical sites, art museums, aquariums, and children’s museums. The course includes field trips to several local museums that have established Museum Theatre programs. Students will analyze existing programs and develop a drama/theatre project based on an exhibit at a selected museum. (Field trip fees apply.)

RS 551 Social Ethics
This course presents the principles of Social Justice, Christian Stewardship, and the relation of law and morality. Issues to be discussed: (1) morality and the economic order (e.g. consumerism, world hunger), (2) morality and the political order (e.g. terrorism, nuclear proliferation, criminal justice), and (3) morality and technology (e.g. DNA research, ecology, human experimentation). HI 578 American Material Culture and Architecture
This course explores the transformation of the North American environment from the time of contact between indigenous peoples and Europeans through the processes of European-American agricultural development, industrialization and urbanization to the contemporary “environmental crisis,” examining both common practices and prevailing ideas about the relationship between nature, culture, material, and visibility.

Electives: (Choose 2 courses)
We will designate graduate-level courses in public health, cultural heritage, political science and communications that would be appropriate for writing professionals. Other course may be applicable. All electives must be approved by the Program Director.
This core course in the graduate program will introduce students to the skills necessary in the field of professional writing and will explore the opportunities in the field. Students will learn about the variety of genres involved in writing professionally, including articles, proposals, presentations, social media campaigns, grants, speeches, position papers, executive summaries and more. Professional writing expectations and possibilities in diverse fields of business, economics, public policy, health and sciences, and the differences between writing for the for-profit and non-profit sectors will also be explored. The seminar will be taught Assistant Professor of English and program director Stephanie Schorow who will organize several guest lectureships by a variety of professionals from the field. Each guest instructor will assign works of theory and practice and will introduce the students to best practices in their fields. Final writing assignments will be assessed by the Regis College instructor in consultation with one of the guest lecturers.

EN 501 Advanced Professional Writing and Practice

This course will focus on the collection, analysis and utilization of information and data as part of professional writing, particularly in the specialized areas of business, public policy, health, and the sciences. Advanced digital research methods and resources will be explored in order to complete a capstone project that utilizes both multimedia and social media.

EN 504 Multimedia, Social Media and Software for the Professional Writer

This hands-on course introduces students to some of the social media and multimedia tools that have become part of the professional writer’s skill set. The course will review best practices for blogging, Facebook, Twitter and other tools as well as exposing students to video editing, photo editing and audio production for the Web. Students will create projects using a selection of these tools. Guest speakers and readings will provide an overview of the current issues and trends. The goal is to help students create a tool kit and develop problem-solving skills that will be useful now and in the future.

EN 506 Writing in the Field: Internship

Students will be placed in an appropriate workplace to gain real-life experience in a practical setting.

TBD Advanced Rhetoric: Persuasion and Argument

This course will explore the meaning and usage of rhetoric including an analysis of how we all use persuasive language in contemporary society. We will look at a range of academic and literary work as well as advertisements, propaganda, film, and television in order to examine the function and attributes of rhetorical techniques.

CO 611 Public Relations

This course presents the theory and practice of public relations and how it operates within organizations. Students will study the professional development of the field, concepts, issues, and principles; and models and theories guiding the practice. The course emphasizes the need for well-informed, ethical practitioners with skills and abilities in key areas such as relationship building, crisis management, public relations, counseling, monitoring, open communication, and writing. The course focuses on the changing nature of public relations, the increasing use of new technologies, and the inclusion of public relations in the total marketing communications mix through the use of case studies, field trips, guest speakers, and hands-on assignments. Course is geared toward health professionals.

CO 616 Integrated Marketing and Communication

Effective corporate communications in today’s global marketplace necessitates the merging of the functions of marketing, advertising, public relations, and promotion. Integrated Marketing Communication will provide the theoretical and practical knowledge of how these areas can best work together to meet an organization’s challenges and solve its problems. The course will look at business firms and non-profit organizations and will place special emphasis on public opinion and its role in the integrated marketing communication mix. Strategies for program planning and evaluation will be examined. Topics studied will include message consistency, managing the brand, use of traditional media, and Web-based activities to maximize effectiveness.

EN 505 Grant Writing, Fundraising and Appeals Writing

In this hybrid course, students will be exposed to the best practices for researching, writing, and following up on grants and other forms of fundraising for non-profit organizations. Course will include preparation of proposals to federal and local agencies, corporations and private foundations on behalf of 501(c)(3) organizations as well as schools, charity groups and similar entities. The course will provide practical experience through partnerships with key non-profits. Students will learn how to write successful proposals including: case statement, goals and objectives, program budget, management plan and evaluation sections. Additionally, students will practice writing skills in non-profit management, such as the creation of effective fundraising letters and annual appeals.

EN 509 Technical Writing

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

EN 510 Advanced Writing For Business: From the Trades to Technology

This course will expose students to the vibrant field of business writing, with a focus on writing about technology. Taught by a professional in the field, the class will cover the rudiments of writing to a corporate, entrepreneurial or business-savvy audience on issues and topics current in today’s media market. Students will learn best practices in writing for company blogs, trade journals and other outlets.

TBD Advanced Professional Writing on Health and Medicine

Graduate students who have taken the Foundation Seminar and Research Methods for the Professional Writer can opt for this specialized course in writing in the Health and Medical field. Likewise, health professionals who wish to gain experience in writing that will complement their background will find that this course will help them gain practical skills in communication. Depending on the class makeup, students may form teams to create collaboration and cross disciplinary skills among health and non-health professional. The course will give all participants experience in writing for different audiences, from the lay public to medical professionals. The course will emphasize clear, effective communication that will be a backbone for further advancement.

EN 512 Advanced Writing for the Sciences

Applying research methods and all skills from the program’s core courses, students will learn how to write clear, well-organized, compelling articles about science and technology topics for a general audience. The course will emphasize writing articles, blog posts and executive summaries and learning how to present complicated material in both prose and multimedia formats. Subjects may range from profiles of scientists, to explanations of how something works, to explorations of controversies in science, and analysis of current issues in the science, technology and health professions.

M A S T E R S O F A R T S I N T E A C H I N G - E L E M E N T A R Y

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

- Sister Judith Costello, Interim Program Director
- Sister Carmela Abbruzzese
- Rebecca DesRoches
- Jeffrey Dias
- Barbara Dowds
- Susan Erickson
- Jamie Foss
- Melissa LeRay
- Bonnie Osborn
- Susan Smith Porter
- Donna Rousseau

Purpose

The MAT Program in Interdisciplinary Studies is designed to prepare students with various educational backgrounds as elementary teachers:

- Those who have a bachelor’s degree and have earned their initial license.
- Those who have a bachelor’s degree and wish to earn their initial license* and MAT degree.
- Those who have a bachelor’s degree and have earned a professional license and wish to earn a master’s degree.

* The Initial Licensure component is a separate graduate program consisting of twenty-one credits. It is generally completed prior to beginning the MAT degree.

Retention Criteria

Graduate students must earn B- or better in each course 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), a student may not continue with graduate studies. Specific MTEL tests need to be completed successfully in order to advance in the Initial Licensure Program. (See specific tests under program requirements.)

Philosophy

Teaching is a most complex activity. It requires constant attention to the interaction of many variables: nature of the learner, teacher, knowledge, technique, school, community, and societal context. Such complexity demands that the teacher be a reflective, competent, and caring decision-maker.

Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is
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.

Student Learning Outcomes

Initial Licensure

- To assist students to demonstrate competency in the Massachusetts Standards for Licensure.
- To learn major principles, concepts, and processes related to appropriate subject matter and their application to the classroom.
- To understand the importance of a developmental perspective in teaching and learning approaches.
- To understand the contexts of teaching: one’s individual orientation to the classroom and societal influences such as family and community.

Professional Licensure:

- To understand subject matter competency from an interdisciplinary perspective and the importance of integration and application.
- To continue to grow in high-level mastery of the Massachusetts Standards for Licensure.
- To learn appropriate research techniques and their application to a specific project.
- To continue to update one’s knowledge of theoretical issues and relevant literature and its application to teaching from a research base.
- To continue to develop as a reflective, caring and scholarly practitioner who seeks equity and excellence in all dimensions of teaching/learning process.

Course of Study

The curriculum for the MAT program is one that is based on an interdisciplinary orientation to knowledge. Graduate students will approach their study in the curricula courses as humanists, social scientists, and natural scientists. Using the Massachusetts Curriculum Frameworks as a base, students will make connections and see relationships among the various disciplines. In order to transfer the methodology used in the graduate classroom to that of the elementary school, attention must be given to the development of the teacher and the elementary child. Teachers will approach these components as reflectors on the teaching/learning process, the cultural and historical foundations of schools, and the contexts of developmental psychology.

Program Description

Initial Licensure Program—Elementary 1-6

Candidates with a bachelor’s degree, but no formal teaching experience, may earn their initial license as Elementary Teachers 1-6 by completing the following:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 515 Contemporary Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ME 507 The Elementary School: Mathematics 1-6**</td>
<td>3</td>
</tr>
<tr>
<td>ED 518 Literacy Development Including Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td>ED 514 Educating Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 519A Curriculum Adaptations/Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED 523 Sheltered English Immersion Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 502 Initial Practicum/Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>21</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

To continue the program and earn the MAT Degree (Interdisciplinary Studies), and Professional Licensure candidates complete:

- ID 510 and ID 511 Natural Sciences in the Classroom
- ID 512 or ID 513 Humanities in the Classroom
- ID 514 Social Sciences in the Classroom
- ED 610 Research Seminar
- Total Credits: 15

Professional Licensure

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

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 512 Children’s Language and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 516 Developmental Issues and Learning in Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 520 Child and Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ID 510 and ID 511 Natural Sciences in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 512 and ID 513 Humanities in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 611 Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
</tr>
</tbody>
</table>

MAT-Degree Only

The Graduate Education Department also offers a 10-course (30 credits) master’s degree in Interdisciplinary Studies—Elementary School Focus. This degree does not include the licensure component.

Candidates complete the following courses: **

- ME 507 The Elementary School: Mathematics
- ED 515 Contemporary Issues in Special Education
- ED 518 Literacy Development Including Special Needs
- ED 519A Curriculum Adaptations/Differentiated Instruction
- ED 521 Classroom Management for Students with Special Needs
ED 514 Educating Special Needs Students in the Regular Classroom or ED 516 Developmental Issues and Learning in Children with Special Needs
ED 523 Sheltered English Immersion Teaching or ID 512 Humanities in the Classroom or ID 513 Humanities in the Classroom
ID 510 Natural Sciences in the Classroom or ID 511 Natural Sciences in the Classroom
ID 514 Social Sciences in the Classroom
ED 610 Research in Education

** Review is made of undergraduate transcript as well as present/future career opportunities to see if any course adjustments need to be made.

MASTER OF ARTS IN TEACHING SPECIAL EDUCATION

Sister Judith Costello, Interim Program Director (Moderate Disabilities) Pre K–8, 5–12

Purpose
The MAT program in Special Education is designed to prepare students with various educational backgrounds as teachers of students with moderate disabilities in Pre K–8, 5–12 grade levels.

- Those who have a bachelor’s degree and have earned their initial special education license.
- Those who have a bachelor’s degree and wish to earn their initial license* and MAT degree.
- Those who have a bachelor’s degree and have earned a professional license and wish to earn a master’s degree.

* The Initial Licensure component is a separate graduate program consisting of twenty-one credits. It is generally completed prior to beginning the MAT degree.

Retention Criteria
Teaching is a most complex activity. It requires constant attention to the interaction of many variables: nature of the learner, teacher, knowledge, technique, school, community, and societal context. Such complexity demands that the teacher be a reflective, competent, and caring decision-maker. Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is not static or discrete. Rather, it is continually constructed and requires connection and application. In order to contribute to that society, teachers and students must learn how to create meaning and how to see relationships. Given this complexity of teaching and its contexts, the MAT Program in Special Education seeks a vision of a teaching where, in the words of John Dewey:

...the process of moral-intellectual development is, in practice as well as in theory, a cooperative transaction of inquiry engaged in by free, independent human beings who treat ideas and the heritage of the past as means and methods for the further enrichment of life, quantitatively and qualitatively, who use the good attained for the discovery and establishment of something better.

— Introduction to The Use of Resources in Education (Clapp)

Program Model
The MAT program in Special Education seeks to prepare teachers who can maximize students’ success in inclusive settings. The program emphasizes:

- The role of the teacher as direct provider, collaborator, and connector to community-based learning.
- The context of the student as family member, classroom/school participant, and 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</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 510 or ID 511 Natural Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 512 or ID 513 Humanities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits: 15</td>
<td></td>
</tr>
</tbody>
</table>

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
- 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</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 516 Developmental Issues and Learning in Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ID 510 or ID 511 Natural Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 512 or ID 513 Humanities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits: 15</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 512 Children’s Language and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 516 Developmental Issues and Learning in Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 520 Child and Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ID 510 and ID 511 Natural Sciences in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 512 and ID 513 Humanities in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 611 Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits: 30</td>
<td></td>
</tr>
</tbody>
</table>
**MAT-Degree Only**

The Graduate Education Department also offers a 10-course (30 credits) Master’s Degree in Special Education. This degree does not include the licensure component.

Candidates complete the following courses:**

ED 515 Contemporary Issues in Special Education
ED 517 Assessment of Students with Special Needs
ED 518 Literacy Development Including Special Needs
ED 519 A/B Curriculum Adaptations/Differentiated Instruction
ED 521 Classroom Management for Students with Special Needs
ED 523 Sheltered English Immersion Teaching or ID 512 Humanities in the Classroom or ID 513 Humanities in the Classroom
ED 516 Developmental Issues and Learning in Children with Special Needs
ID 510 Natural Sciences in the Classroom or ID 511 Natural Sciences in the Classroom
ID 514 Social Sciences in the Classroom
ED 610 Research in Education

** Review is made of undergraduate transcript as well as present/future career opportunities to see if any course adjustments need to be made.

**MASTER OF ARTS IN TEACHING WITH CONCENTRATION IN READING**

- Sister Judith Costello, Interim 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 DESCRIPTIONS</th>
<th>course descriptions = graduate teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 516 Developmental Issues and Learning in Students with Special Needs</td>
<td>credits</td>
</tr>
<tr>
<td>ED 519 A/B Curriculum Adaptations and Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED 520 Child and Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>ID 512 or ID 513 Humanities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 521 Classroom Management in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar/Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits: 18</td>
<td></td>
</tr>
</tbody>
</table>

**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 1-6

This course is designed to provide the prospective elementary school teacher with a foundation in the concepts of mathematics as they relate to the curriculum of grades one through six. Emphasis will be placed on computation, problem-solving concepts and techniques, cooperative learning, and the use of manipulatives. The application of the content material to a classroom-teaching situation will be integrated into class meetings throughout the course. Recognition of special needs and of strategies for addressing these needs will be included. A field-based experience is required.

**ED 512 Children’s Language and Learning**

This course focuses on the acquisition and development of children’s language, the role of language in learning at the elementary and secondary levels, and issues of linguistic and communicative competence. Students will gain an understanding of theoretical perspectives and current research findings and of how these apply to the classroom. Specifically, the course will focus on the tasks involved in first and second language acquisition and development, what the learner brings to the task, and how the environment contributes to that process. Language disorders and the language behaviors of socio-culturally different children will be discussed, including the integration of children into the mainstream classroom.

**ED 514 Educating Children with Special Needs in the Regular Classroom**

This course will focus on learning problems in children resulting from such factors as borderline or below average intelligence (slow learner), developmental language difficulties, learning disabilities, cultural deprivation, emotional problems, or physical/sensory handicaps. Emphasis will be on the recognition or identification of these students by the regular classroom teacher and on remediation strategies. In addition to the handicapping conditions described above, a section of the course will deal with the gifted population and ways of challenging and providing for them in the educational setting.

**ED 515 Contemporary Issues in Special Education**

This course addresses the historical, philosophical, and ethical perspectives of education services for students with special needs. Federal and state laws and regulations pertaining to special education also will be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Exemplary programs, services provided by other agencies, assistive technology, development of individualized educational plan (I.E.P.), and relevant current literature are reviewed.

**ED 516 Developmental Issues and Learning in Students with Special Needs**

This course addresses psychological and developmental issues of children and adolescents with mild to moderate disabilities. Teachers will gain an understanding of theoretical perspectives and current research findings, and they will be expected to discuss applications to the classroom.

The course will emphasize children’s and adolescents’ developmental stages and their ecological context, with particular emphasis on the family. Finally, issues in the inclusion of learners with special needs into the classroom will be discussed. The major focus of the course will be theory and research, case studies, and applications in the classroom.

**ED 517 Assessment of Students with Special Needs**

This course addresses the principles of nondiscriminatory assessment of children and adolescents with mild to moderate disabilities. It will provide experience with informal and formal assessment measures. Basic concepts of measurement will be covered so that students can evaluate test instruments and interpret test results knowledgeably. Current issues in the field of assessment will be discussed, and ethical issues will be emphasized throughout the course.

**ED 518 Literacy Development Including Special Needs**

This course addresses the significant theories, approaches, instructional practices, and programs for developing reading skills and reading comprehension in children and adolescents with and without disabilities. It includes a study of the reading/writing processes, the development of reading/writing skills, and the transition to content area texts. Diagnosis and assessment of reading skills, including formal and informal reading assessment instruments, will be examined.

Emphasis will be on differentiated instruction to meet the needs of diverse learners. A field-based experience is required.

**ED 519A/B Curriculum Adaptations/ Differentiated Instruction for Students with Special Needs**

This course will address the design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Emphasis will be placed on differentiated instruction that focuses on developing appropriate strategies for meeting the needs of diverse learners. It will align the principles of inclusion with their educational implementation by exploring microteaching instructional strategies and curricular adaptations that are most effective in the general education setting. ED 519A places emphasis on the elementary school child.

**ED 519B**

** Emphasizes the student in grades 5-12.**

A field-based experience is required for those earning their initial license in moderate special needs.

**ED 520 Child and Young Adult Literature**

This course will provide students with an interactive introduction to the wide variety of literature for children. A key component of the course will be choosing, assessing, and reading children’s literature. Students will apply guidelines for assessing the quality of children’s literature, as well as strategies for using literature in inclusive classrooms from preschool to high school. Students will also explore the major issues in the field including gender portrayal, cultural stereotypes, and censorship.
ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms
This course will address classroom management strategies, facilitating appropriate behavior, and meeting the social/emotional needs of students with moderate disabilities. Emphasis will be placed on preventive discipline and on classroom environments and techniques that have been found effective for students with special needs. Theoretical models of behavior management will be discussed and compared, including their application for preparing and maintaining students with disabilities in general education classrooms.

ED 523 Sheltered English Immersion Teaching
This course is designed to prepare teachers to shelter content in the SEI classroom by considering the individuality of English Language Learners including social and cultural considerations, second language acquisition processes, English Language Arts and Literacy Development in the PreK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards and enrolls best practice in the field of ELL instruction.

ED 602 Practicum/Seminar
This practicum/seminar is for those candidates earning an additional initial license. Emphasis is placed on students 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. 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 methodology.

ID 513 Humanities in Classroom
The focus of this course is the cultural context of the artist and its relationship to the form and meaning of the art. Emphasis will be placed on diversity and culture in art, literature, poetry, and music expression. We will explore societal experiences in education through literary and artistic perspectives. Students will share insights in analytical papers and discussions and translate their insights into education classroom projects and approaches applicable to inclusive classrooms.

ID 514 Social Sciences in the Classroom
Using the interdisciplinary area of American Studies as a focus to study the social sciences, this course is organized around the five themes of geography to introduce concepts in history and civics, supported by infusions from anthropology, economics, and sociology. Applications to reading, mathematics, art, and music will enable 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 components 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 prepare students for teaching Social Studies at the high school level. Emphasis is placed on the use of project-based learning and the integration of content area knowledge to meet the diverse needs of today's students as directed by participants. The course will utilize the Massachusetts Social Studies Curriculum Framework and the Massachusetts Mathematics Curriculum Framework as the basis for instruction.

ID 516 Social Sciences in the Classroom
This course is designed to enhance students' understanding of social studies content area knowledge and the methods of teaching it in different social contexts. Emphasis is placed on the integration of content area knowledge and the use of project-based learning to meet the diverse needs of today's students as directed by participants. The course will utilize the Massachusetts Social Studies Curriculum Framework and the Mathematics Curriculum Framework as the basis for instruction.

ID 517 Social Sciences in the Classroom
This course is designed to enhance students' understanding of social studies content area knowledge and the methods of teaching it in different social contexts. Emphasis is placed on the integration of content area knowledge and the use of project-based learning to meet the diverse needs of today's students as directed by participants. The course will utilize the Massachusetts Social Studies Curriculum Framework and the Mathematics Curriculum Framework as the basis for instruction.

ID 518 Social Sciences in the Classroom
This course is designed to enhance students' understanding of social studies content area knowledge and the methods of teaching it in different social contexts. Emphasis is placed on the integration of content area knowledge and the use of project-based learning to meet the diverse needs of today's students as directed by participants. The course will utilize the Massachusetts Social Studies Curriculum Framework and the Mathematics Curriculum Framework as the basis for instruction.

ID 519 Social Sciences in the Classroom
This course is designed to enhance students' understanding of social studies content area knowledge and the methods of teaching it in different social contexts. Emphasis is placed on the integration of content area knowledge and the use of project-based learning to meet the diverse needs of today's students as directed by participants. The course will utilize the Massachusetts Social Studies Curriculum Framework and the Mathematics Curriculum Framework as the basis for instruction.
Two-Year Sample Curriculum*

Master of Science in Applied Behavior Analysis Program

Year 1, Fall
ABA 601 Concepts and Principles I: Introduction to Applied Behavior Analysis........3
ABA 604 Treatment Evaluation.........................................................3

Year 1, Spring
ABA 606 Behavior Assessment..........................................................3
ABA 602 Concepts and Principles 2: Experimental Analysis of Behavior........3
ABA 625 Thesis..................................................................................2

Year 1, Summer
ABA 626 Thesis................................................................................2
ABA 630 Practicum..............................................................................3
ABA 608 Behavior Intervention..........................................................3
ABA 610 Ethical Practice in Applied Behavior Analysis.........................3

Year 2, Fall
ABA 612 Verbal Behavior ..................................................................3
Elective..............................................................................................3
ABA 627 Thesis..................................................................................2
ABA 631 Practicum..............................................................................3

Year 2, Spring
ABA 614 Radical Behaviorism............................................................3
Elective..............................................................................................3
ABA 632 Practicum..............................................................................3

Total Credits: 45

*Regis College also provides a part-time option.

**Course Descriptions**

**Required Courses**
ABA 601 Concepts and Principles I: Introduction to Applied Behavior Analysis*
This course is the first course in a series of two courses (ABA 601 and ABA 602) and is designed to introduce students to Applied Behavior Analysis (ABA). In this course, students will be given an overview of the assumptions, characteristics, and goals of applied behavior analysis. Students will learn the basic concepts and principles of behavior analysis as related to behaviors of social importance; therefore, the primary readings, lectures, and assignments of this course will focus on the applied literature in behavior analysis. Students begin to learn how to apply behavior-analytic procedures to change behavior and improve conditions for individuals in need and learn to articulate the science of learning and behavior in both scientific and layman terms.

ABA 602 Concepts and Principles II: An Experimental Analysis of Behavior*
In Concepts and Principles I, students explored the basic concepts and principles as related to behaviors of social significance. In Concepts and Principles II, students examine the basic literature to learn the origin of the concepts and principles of behavior analysis and hence develop a more thorough understanding of the fundamental building blocks of behavior analysis. Students primarily review basic experimental studies, but are required to apply the concepts and principles examined in the basic literature to applied problems.

ABA 604 Treatment Evaluation*
In this course, students are introduced to the methods needed to evaluate the effectiveness of a variety of interventions. Students learn to develop reliable procedures for measuring behavior using both continuous and discontinuous measurement systems, effective methods to display data, and develop skills to analyze the visual representation of behavior change in a variety of graphic displays. This course places a particular emphasis on the use of single-subject designs, which include the reversal, alternating treatment/multi-element, multiple baseline, changing criterion, and concurrent chains arrangements. 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 Exam (BCBA®). Applicants will have to meet additional requirements to qualify.

ABA 612 Verbal Behavior
In this course, students develop a thorough understanding of Skinner’s approach to verbal behavior and contrast Skinner’s approach with more traditional approaches. The primary and secondary 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, telological behaviorism, and radical behaviorism. The primary focus of this course is radical behaviorism and topics include determinism, private events, problem solving, rule-governed behavior, and culture and society. Students apply the philosophy of radical behaviorism to a variety of complex and socially important behavior. The readings primarily include Skinner’s articles on radical behaviorism, commentaries on Skinner’s approach, and Skinner’s response to commentaries.

ABA 625, ABA 626, ABA 627 Thesis
The thesis is typically completed across three semesters and requires students to examine, conduct research, analyze, and share results in the form of a written thesis and presentation. Students work closely with their advisor during individual and group meetings. In the first and second semester of thesis, students will identify their research question, select committee members, conduct a literature review, write the introduction, identify the methodology to scientifically answer their research question, and obtain thesis committee and institutional review board (IRB) approval. In the end of the second semester or beginning of the third semester of thesis, students will carry out their study, finalize the manuscript, and present their findings to their committee members.

ABA 630, ABA 631, ABA 632 Practicum
All students will complete three semesters of practicum to obtain hands-on experience implementing applied behavior analysis. In practicum, students work in a supervised clinical setting for at least 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. Students attend weekly on-campus group supervision meetings as well as a minimum of at least one hour of individual supervision per week at their practicum site. Students are supervised by a Board Certified Behavior Analyst®.

**Electives**

ABA 521 Autism Spectrum Disorders and Related Disabilities
This course is designed to provide an overview of Autism Spectrum Disorders (ASD) and related disabilities and examines empirical literature regarding treatments in both home and community. Students learn about the prevalence of ASD and related disabilities as well as diagnosis, assessment, and empirically-validated treatments. Students are taught to identify skill deficits and behavioral challenges often exhibited by individuals diagnosed with ASD and related disabilities and understand the difficulties when programming treatments in the community and home. The course also presents non-empirically validated treatments as
well as the ethical implications associated with selecting treatments for individuals diagnosed with ASD or related disabilities.

ABA 523 Child Behavior Management
This course is designed to provide students with an understanding of and competencies with evidence-based practices for promoting desirable behavior in young children. This course presents interventions for common behavioral challenges associated with young children including aggression, tantrums, selﬁnjury, 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.

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES
- Michael Bilozor, 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 Biochemistry I: Biomolecular Structure and Function
- BMS 606 Biochemistry II: Metabolic and Regulatory Aspects
- BMS 609 Cell & Tissue Biology
- BMS 611 Molecular Genetics
- BMS 615 Human Physiology
- BMS 620 Current Topics in Biomedical Research
- BMS 640 Field Experience I
- BMS 641 Field Experience II

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.

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 36 credits. Curriculum includes 7–8 core courses and 4–5 graduate electives.

BMS 605 Biochemistry I: Biomolecular Structure and Function
This course will present modern principles of biochemistry to provide a solid background for the study of the biomedical sciences and related areas of endeavor. The course will introduce and develop specific knowledge in the areas of biomolecular structure/function, membrane biochemistry and biochemical aspects of molecular genetics with the integration of these topics at the level of the cell and organism. Prerequisite: Organic Chemistry II (CH 306 or equivalent) or permission of instructor.

BMS 606 Biochemistry II: Metabolic and Regulatory Aspects
This course will present modern principles of biochemistry to provide a solid background for the study of the biomedical sciences and related areas of endeavor. The course will introduce and develop specific knowledge in the areas of enzymology, metabolic pathways and regulation, and molecular principles of signaling, with the integration of these topics at the level of the cell and organism. Prerequisite: Organic Chemistry II (CH 306 or equivalent) or permission of instructor.

BMS 609 Cell & Tissue Biology
Cell functions will be studied with an emphasis on molecular mechanisms, regulatory mechanisms and integration into higher-level organization and function. Specific topics include protein and vesicular trafﬁc, role of the cytoskeleton in cell organization and movement, organization and function of tissues, electrochemical signaling in neurons and other cells, and cell cycle and its regulation. Emphasis will be on problem-solving, and will include analysis of primary literature. Examples of applications to biomedical research will be included. Prerequisite/Corequisite: Biochemistry (BMS 605 or BMS 606) or permission of instructor.

BMS 611 Molecular Genetics
After a review of basic genetic principles this course will examine these principles with a more advanced and in depth analysis. The new molecular discoveries in Genetics, including but not limited to: RNA interference, Telomerase activity, and cell cycle regulation will be studied. Knowledge from other courses will be integrated with information presented in the Genetics modules. Genetic influences on disease, antibody diversity, viral replication and infection, and other current topics will be explored. The student will have a better understanding of the complex involvement that genetics has in many medical and biological processes. Prerequisite/Corequisite: Biochemistry (BMS 605 or BMS 606) or permission of instructor.
The Master of Science in Health Administration is designed to develop highly effective health care managers and leaders through a program of study focused on the critical ethical, legal, social, policy, management, and leadership issues in health administration and through a hands-on field experience in a health care setting. It consists of forty-two credits of study—fourteen three-credit courses total, including ten core requirements, a field experience in Health Administration, and four electives. Students must choose a health informatics elective, a communications elective, and two other electives with advisor approval. All courses, designed with the busy working professional in mind, are offered on weekends and evenings, and some are taught in a hybrid format with an online 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 interdisciplinary and multidisciplinary 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 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
- HP 620 Field Experience in Health Administration
- HP 622 Economics of Health Care
- HP 648 Strategic Management of Health Care Organizations
- Health Informatics Elective

Two additional 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 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. Prerequisites: HP 605 The U.S. Health Care System: Organization, Policy, and Politics

- 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 help prospective managers to understand the basic knowledge of accounting and financial management principles and terminology as they apply to health care organizations. Students will learn to interpret and evaluate financial statements, examine approaches to costing and pricing, perform and evaluate resource allocation decisions, utilize budgeting concepts, and evaluate reimbursement mechanisms. Students will understand financial management concepts and evaluate the impact of institutional financial management on the quality of patient care delivery. Prerequisites: HP 602, HP 605, HP 611, HP 617, HP 622, or permission of the program director.

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. Prerequisites: HP 601, HP 602, HP 605, HP 608, HP 611, HP 614, HP 617, HP 622.

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. Prerequisites: HP 602, HP 605.

HP 648 Strategic Management of Health Care Organizations
This course covers complex issues related to organizational behavior and leadership, strategic planning, human resources, and other management issues and challenges in a wide range of 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. Prerequisites: HP 601, HP 602, HP 605, HP 608, HP 611, HP 617, HP 622.

HP 649 International Health Administration
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. Prerequisites: HP 601, HP 602, HP 605, HP 608, HP 611, HP 617, HP 622.

- Colleen C. Malachowski, Program Director

Program Philosophy
The Master of Science 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 comprehensive training at the advanced level for students who have earned a bachelor's degree. The program is theoretical in nature, yet provides students with practical applications of the material they are learning. An active learning format is central to the course design, and, where appropriate, the courses are organized around in-depth project based research topics. A unique feature of the Master of Science in Organizational and Professional Communication is its interdisciplinary nature. In addition to a core of required communication courses, students can draw from other graduate programs currently offered at Regis.

Student Learning Outcomes for Organizational & Professional Communication
Students will:
- 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

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
- CO 616 Integrated Marketing Communication

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 language differences and the 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, video, press, and e-communications. Students acquire knowledge and tools needed to provide effective digital communication strategies and increase their
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 in 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
CO 609 Conflict Resolution and Negotiation
Students will examine the nature, types, process styles, and strategies of conflict in a variety of interpersonal and organizational settings. Using a case study approach, students will analyze the various ways in which conflict is negotiated and managed with a view toward selecting the most effective strategies for each situation.

CO 610 Crisis Communication/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
Graduate students from various disciplines practice the skills necessary to produce such documents as are appropriate to their present workplace positions or to the positions they are preparing to take. These documents include but are not limited to proposals, progress reports, and instruction manuals. Students will consider audience (including multiple audiences) and the purpose of the document; they will gather and synthesize information from multiple sources and execute appropriate document designs.

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. Within the work environment, students will select a number of practical topics for research or project development that 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 application and results of CSR strategies, impacts for profit and not-for-profit businesses and other organizations, debate and the changing landscape that crosses over many disciplines. Key areas of corporate social responsibility include human rights; environmental sustainability; philanthropy/social investing; and environment, health and safety. A combination of classroom text and discussion, case studies, web-based examples, and guest speakers will be used.

CO 616 Integrated Marketing Communication
Effective corporate communication in today’s global marketplace necessitates the merging of the functions of marketing, advertising, public relations, and promotion. Integrated Marketing Communication will provide the theoretical and practical knowledge of how these areas can best work together to meet an organization’s challenges and solve its problems. The course will look at business firms and nonprofit organizations, and will place special emphasis on public opinion and its role in the integrated marketing communication mix. Strategies for program planning and evaluation will be examined. Topics studied will include message consistency, managing the brand, use of traditional media, and web-based activities to maximize effectiveness.

MASTER OF SCIENCE IN REGULATORY AND CLINICAL RESEARCH MANAGEMENT

Joni Beshansky, Program Director

Program Description
The graduate program in Regulatory and Clinical Research Management is intended for candidates with baccalaureate degrees in the sciences 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 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 report on the experience.

Program Objectives
- To implement a curriculum based on current international standards of regulatory, quality systems and clinical research
- To develop professionals who will be in position to move into leadership positions in these growing areas as well as into professional associations
- To play a leadership role in developing competency and accreditation standards for academic programs in both regulatory and clinical research management

Student Learning Outcomes for 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
course descriptions | graduate regulatory & clinical research management

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 chosen. For example, a candidate in the Clinical Research Track can take RA 603A, RA 604A, or RA 615 as an elective.

Additional courses
Other courses may be chosen as electives with the approval of the Regulatory and Clinical Research Management Graduate Program Director. Consistent with Regis College policy, two relevant graduate courses from other universities may be transferred subject to the program director’s approval.

COURSE DESCRIPTIONS

For courses provided by other graduate programs, that is, that do not have the “RA” course prefix, please see the course description in the corresponding section of this catalog:
- CO Organizational and Professional Communication
- HP Health Administration, Informatics, and related Health Professions courses
- NU Nursing

RA 601 Overview of the Medical Product Industry
This overview of the industry is intended to provide a common basic level of understanding, whether the student comes directly from an undergraduate program, another graduate program, or from industry experience in limited types of products or associate activities. It includes:
- the medical product industry (pharmaceutical, biotechnology, and devices)
- typical company structures
- laws, regulations, and standards
- the government structures, agencies, organizations, and societies that influence and produce them
- regulatory agencies that enforce them
- third-party organizations (product testing, quality system auditing, clinical research organizations)
- the healthcare industry (providers, such as hospitals and clinics, and reimbursers, such as insurance companies, HMOs, government health plans)

RA 602A Overview of FDA Regulation
This overview of the Food and Drug and Cosmetic Act describes the basis for FDA regulation of the development, production, and the approval processes for drugs, devices, biologics, foods, and cosmetics.

RA 603A Pharmaceutical Product Regulation
Current information on the laws and U.S. Food and Drug Administration (FDA) regulations regarding the control and regulation of drugs and biologics, the manufacturing processes, marketing, and compliance procedures. An overview of classic drug development process model, including pre-clinical, clinical (Phases 1, 2, 3, and 4), and post-marketing surveillance are addressed. Case studies are used so that actual examples can be examined first-hand. Prerequisites: RA 601 and RA 602A.

RA 604A Medical Device Regulation
A survey of the principles of medical device regulation focused on the regulations of the United States, the European Union, and Canada. Students select a hypothetical product as a semester-long project and apply what they learn about each of the issues covered, including classification, quality systems, design controls, standards, software, biocompatibility, infection control and sterilization, production control, and postmarket activities. Prerequisites: RA 601 and RA 602A.

RA 605 Field Experience in Regulatory Affairs
A coordinated field experience at a product company or clinical research organization. Students apply the principles learned in classes to produce results of value to the host organization. The experience can occur where the student is employed or at organizations found by the student. 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 by the Regis faculty and by the host organization. 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 demonstration of 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 and quality 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 to situations throughout the product life cycle. This course uses economic analysis to help understand the economic and financial problems now confronting our healthcare system. Considerable attention 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 a 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:
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, 3844 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000; Website: www.acenursing.org.

Philosophy

The Nursing programs are an integral component of Regis 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 an in-depth understanding of one sector of learning. The faculty believe that by fostering professional growth, they encourage the student to become a positive influence on the nursing profession and society.

The Nursing faculty are committed to the education of nurses from the undergraduate through the graduate level. The faculty believe that multiple levels of nursing practice exist. The Nursing programs 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 being who can think, feel, act, be spiritual, and experience an internal and continuous interaction between self and the environment and surroundings. Every person has inherent dignity, worth, and individuality, and a right to comprehensive, compassionate health care. Environment refers to all the conditions, circumstances, and influences surrounding and affecting the development of the person. It refers to all possible internal and external stimuli that may influence behavior and adaptation. It may be considered past, present, and future but is always seen in the context of the present. Health is a dynamic state of being and becoming integrated and whole in which the individual adapts to changes in the environment. Nursing, as an art and science, is a developing system of knowledge about persons, health, and their environment. Further, nursing is unique in the way it synthesizes the liberal arts and the physical, biological, and social sciences through the use of nursing process in the design and delivery of therapeutic nursing interventions for individuals, families, groups, the community, and society.

The concepts of adaptation, nursing process, and professional role explain the relationships and interactions between and among person, environment, health, and nursing. Adaptation is a dynamic process by which the person responds to stimuli in the environment while maintaining personal integrity.

The adaptive potential of the person involves flexible adaptation, stability, growth, and change. Nursing promotes adaptation through the systematic, deliberate, intellectual application of the nursing process. Professional role encompasses caring, teaching, advocacy, leadership, management, and research. Therapeutic nursing intervention, critical thinking, and communication are instruments used to promote adaptation, implement nursing process, and develop professional role. They also provide a framework for program outcome assessment.

Nursing education provides opportunity for the student to learn the art of caring based on a scientific body of knowledge that gives direction to nursing practice. Through the curriculum, the student learns to value a holistic approach to the individual, recognizing the person’s capacity to participate in decision making and to make informed choices.

Through a sequence of planned theoretical and clinical experiences, including student self-evaluation and faculty feedback, the student is prepared to assume the role of a professional nurse. Learning is a continuous, lifelong process that guides the learner in the acquisition of knowledge and the development of values and beliefs about people and their needs in an ever-changing society. Learning is the active process of acquiring knowledge, skills, values, attitudes, and abilities that result in behavioral change. The student learns best in an environment that fosters open communication and mutual respect. Such an environment motivates and encourages participation in the educational process. The climate of an academic setting offers opportunities to become more reflective, compassionate, caring, and socially responsible.

Overview of the Graduate Program in Nursing

The Master of Science degree program in Nursing at Regis College builds on baccalaureate education in the liberal arts. Graduates of the undergraduate education for nurses 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 developing 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 adult education. The faculty believe adult learners are motivated to learn and accept responsibility for their learning. The faculty facilitate and support the learning process. The programs’ plans afford flexibility for the adult learner but ensure the fulfillment of the requirements.

Student Learning Outcomes for Master’s Level Nursing Programs:

Students will:
- Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.
- Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings.
- Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.
- Synthesize knowledge gained through competencies in technology and information literacy, research utilization and evidence based practice to advance the nursing profession.
- Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community and society.
- Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings.
- Maximize responsibility for continued learning and professional development.
- Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change in the practice setting that 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 the advanced practice challenges faced in

the acute inpatient setting. The curriculum is comprised of 12 courses, including the three core courses, the following specialty courses; BI 612, NU 605, NU 620, NU 669, NU 650, NU 662, NU 663, NU 670, and an elective. It is important that the 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

Adult Acute Care Clinical Specialist

Year 1, Fall
- NU 620 Clinical Pharmacology I ................................................................. 3
- NU 601 Nursing Theory ........................................................................ 3
- BI 612 Advanced Pathophysiology .......................................................... 3

Year 1, Spring
- NU 670 Seminar in Teaching and Learning in Nursing Education ........ 3
- NU 630 Advanced Nursing Research ..................................................... 3
- NU 605 Concepts in Nursing Leadership ................................................. 3
- NU 669 Family Systems Theory ............................................................ 3

Summer
- NU 650 Advanced Health Assessment ......................................................... 3

Year 2, Fall
- NU 662 Acute Care/Critical Care Role Practicum I .................................. 8
- NU 618 Health Policy ........................................................................ 3

Year 2, Spring
- NU 663 Acute Care/Critical Care Role Practicum II ................................. 8
- Elective ................................................................................................. 3

Total: 46

NURSING LEADERSHIP/HEALTH ADMINISTRATION TRACK
- Valerie Hunt, Program Director

The Program

The graduate program in Nursing Leadership/Health Administration is designed to prepare baccalaureate nurses for advanced nursing practice in nursing leadership. The curriculum is comprised of 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 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
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 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>
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<tr>
<th>Semester</th>
<th>Course Description</th>
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<tbody>
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<td>Summer Session I</td>
<td>HP 622 Economics of Healthcare</td>
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<td></td>
<td>Graduate Elective</td>
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<tr>
<td>Summer Session II</td>
<td>NU 601 Nursing Theory</td>
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Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>NU 605 Concepts of Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Approved Graduate Elective</td>
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</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Informatics Elective</td>
<td>3</td>
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</tbody>
</table>

Summer Session I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP 611 Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>HP 601 Health Ethics and the Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Summer Session II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP 614 Financial Analysis in Health Administration</td>
<td>3</td>
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</tbody>
</table>

Year 2

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 630 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NU 623 Regulatory Issues in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 627 Mentorship</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 42

Graduate electives recommended for the leadership concentration include: NU 638 Leadership & Concepts in Case Management and Care Coordination, NU 639 Advanced Concepts in Case Management: Transitions in Modern Healthcare, or any pertinent electives in health administration (HA), communications (CO), informatics (HI), gerontology (HA), integrative health (NU) and other graduate courses as appropriate.

NURSING LEADERSHIP/HEALTH INFORMATICS TRACK

Valerie Hunt and Kathleen Donaher, Program Co-Directors

Program Description

The MS in Nursing Leadership and Health Informatics is designed for nurses seeking a career working in the field of health informatics. Employment post-graduation, typically involves working as a nurse informaticist in a provider, vendor, insurance, biotech or public health setting. Students earn the MS – NL/HH degree after completing a minimum of 14 courses: 8 core nursing leadership courses, 4 core informatics courses, and 1 capstone or mentorship course of independent study.

Up to two courses may be taken in the graduate program prior to applying and fully matriculating.

Informatics core courses are multidisciplinary and feature the study of:

- Information Technology (Healthcare Database Design and Development, Health Information systems)
- System Life Cycle (Health Informatics, Health Information Systems)
- Professional Practice (Strategic Leadership in Health Informatics, Mentorship)

All degree candidates are required to complete a capstone course of independent study either a mentorship, capstone project or a thesis. This combination of coursework produces a wide range of
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 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  credits

Summer Session I
HP 622 Economics of Healthcare ................................................................. 3
RA 601 Overview of the Medical Product Industry ....................................... 3

Summer Session II
NU 601 Nursing Theory ........................................................................... 3

Fall Semester
NU 605 Concepts of Nursing Leadership .................................................. 3
RA 602A Overview of FDA Regulation ...................................................... 3

Spring Semester
NU 612 Organizational Structure in Nursing Leadership .............................. 3
HP 618 Health Policy ................................................................................. 3

Summer Session I and II
NU 630 Advanced Nursing Research .......................................................... 3
HP 601 Health Ethics and Law ..................................................................... 3

Year 2
Fall Semester
Choose one of the following
RA 608 Clinical Research Methods ............................................................... 3
RA 609 Clinical Trial Management ............................................................... 3
RA 616 Project Management ..................................................................... 3
NU 623 Regulatory Issues in Nursing Leadership ...................................... 3

Spring Semester
Choose one of the following
RA Clinical Research Methods ................................................................. 3
RA 609 Clinical Trial Management ............................................................. 3
RA 616 Project Management ................................................................... 3
NU 627 Mentorship .................................................................................. 3

Total: 42

NURSING LEADERSHIP/HEALTH POLICY TRACK

Mary Ann Hart and Valerie Hunt, Program Co-Directors

The Program

The Nursing Leadership & Health Policy master’s degree is designed to prepare baccalaureate nurses for leadership roles in health policy and politics. Nurses pursuing this degree will learn about the current policy issues impacting nursing and health care, how policy is made, and how to lead and influence the development of health policy through effective advocacy in the political process. Core Nursing Leadership courses are offered at Regis College. The three concentration courses are offered at Brandeis University through the Heller School of Social Policy and Management. All courses are offered at the Regis College tuition rate.

Students in this track earn a 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.

NINE Nursing Leadership Core Courses

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

Concentration Courses

HS 513A Issues in National Health Policy* (typically offered fall semester)
HS 521A Approaches to Political & Organizational Analysis* (typically offered spring)

One graduate elective, selected from Health Policy Course offerings at the Heller School*

*All three Health Policy Track courses must be completed through Brandeis University’s Heller School.

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

Karen Crowley, Program Director

The Program

The purpose of the Nurse Practitioner master’s degree track is to prepare the baccalaureate educated registered nurse for advanced practice as a pediatric, family, psych/mental health, adult/geriatric, or women’s health nurse practitioner with a primary care focus.

Students taking the standard two courses per semester will complete the program in two years. Graduate courses taken at other accredited institutions may be considered for 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 650, NU 664a, 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 as they relate to the family system. Students have extensive experience in adult, geriatric, pediatric, and women’s health primary care. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP) criteria for certification as a Family Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 650, NU 664b, NU 665b, NU 668, NU 669 and a graduate level 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 and Mental Health Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 646, NU 650, NU 643, NU 664c, NU 665c, and NU 668. Total 48 credits.

Women’s Health Nurse Practitioner
The Women’s Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process and research. Clinical management of women from adolescents to geriatrics is applied in a variety of healthcare settings as they relate to gynecology, reproduction, and primary care settings. The curriculum is comprised of 13 courses and meets the National Certification Corporation (NCC) criteria for certification as a Women’s Health Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, NU 641, NU 642, NU 646, NU 650, NU 643, NU 664c, NU 665c, and NU 668. 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

Year 1 Summer

BI 612 Advanced Pathophysiology ......................................................... 3

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

Year 1 Fall

NU 620 Clinical Pharmacology* .............................................................. 3

NU 669 Family Systems Theory (except for Psyche/Mental Health NPs) ........ 3

Year 1 Spring

NU 641 Advanced Clinical Pharmacology (NU 620 prereq.) ....................... 3

(NOTE: NU 641 MUST be taken in the spring prior to entering NU 664)

NU 630 Nursing Research (NU 601 prereq. or concurrent) ....................... 3

Year 2 Summer

NU 618 Seminar: Health Policy .............................................................. 3

NU 650 Advanced Health Assessment or NU 652 Pediatric Health Assessment .... 3

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

NU 643 Advanced Psychopharmacology for Psychiatric/Mental Health NPs .......... 3

(NOTE: NU 643 must be taken in the summer prior to primary care)

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

Year 2 Fall credits

NU 604 Primary Care A, B, C, D, or E ...................................................... 8

Graduate Elective or NU 646 Theory and Practice of Contemporary Psychotherapies for Psychiatric Mental Health NPs or NU 661 Care of the Childbearing Woman for Women’s Health NPs or HP 626 Sociological, Political and Economic Perspectives in Gerontology for Adult-Ger NPs ............... 3

Year 2 Spring credits

NU 665 Primary Care a, b, c, d, or e ......................................................... 8

NU 642 Management Concepts for Advanced Practice .................................. 3

NU 668 Roles and Issues in Advanced Practice ........................................ 2

Total 48 credits

RN-TO-B5 UPWARD MOBILITY TRACK

Eda George, Program Director

The Program

All graduates of a diploma or associate’s degree program in nursing have the opportunity to attend the Bachelor’s Completion program in Nursing through the Institute for Advancing Studies (IAS). The B5 Completion program is designed specifically for nurses to continue their education for professional and personal growth. To graduate with a bachelor’s degree with a major in nursing from Regis College, the student must have 120 credits, a minimum of 35 of which must be earned at Regis. There are two pathways: one for the individual without a bachelor’s degree in another field and one for the individual with a bachelor’s degree in another field.

Pathway I

Pathway I is for registered nurses who do not have a previous bachelor’s degree. Students may transfer up to 85 previously earned credits towards the bachelor’s degree. Students must complete a minimum of 35 credits at Regis College to obtain the degree. The following courses would need to be completed to meet the core requirements of Regis College and graduate with a Bachelor of Science degree with a major in Nursing.

Core Courses and Nursing Prerequisites

English Composition I (3 Credits)

English Composition II (3 Credits)

History or Literature elective (3 Credits)

Sociology: Introductory (3 Credits)

Chemistry I/II Combined Course (4 Credits)

Microbiology (4 Credits)
LAWRENCE MEMORIAL/REGIS COLLEGE (LM/RC) BS COMPLETION PROGRAM

Eda George, Program Director

The BS in Nursing for LM/RC students and graduates is for those holding a BA or BS in a non-nursing field and those who do not hold a degree, other than the LM/RC Associate Degree.

The Program

The LM/RC BS Completion program is designed specifically for LM/RC students and graduates to continue their education for professional and personal growth. Students are able to participate once they have successfully completed their second nursing course (NU 102). The registered nurse Associate Degree graduate will earn the Baccalaureate with a major in Nursing.

PATHWAY I

Pathway I is for LM/RC students and graduates who have a non-nursing Bachelor’s degree and is comprised of three (3) upper division nursing courses:

- NU 304 Health Assessment (3 credits)
- NU 403 Evidence for Clinical Practice (3 credits)
- NU 404 Concepts and Challenges in Professional Practice (3 credits)
- NU 510 Community-Based Nursing (6 credits)
- NU 618 Seminar: Health Policy (3 credits)

Complete five additional courses (15 credits), three of which may be taken for graduate credit (subtotal = 122 credits)

* RN Licensure Required for NU 510

PATHWAY II

Pathway II is for LM/RC students and graduates who do not have a previous Bachelor’s Degree. Students bring to Regis College 73 credits from their LM/RC Associate Degree. The following additional courses would need to be completed to meet the core requirements of Regis College and graduate with a Bachelor of Science degree with a major in Nursing.

Core Courses

- Social Science (3 credits)
- Religion (3 credits)
- History (3 credits)
- Philosophy (3 credits)
- Expressive Arts (3 credits) – May be Spanish for Health Care Workers
- Chemistry (4 credits, must be CH 105 Chemistry if not previously taken)

4 additional Regis nursing courses for 14 credits

- NU 304 Health Assessment (3 credits)
- NU 403 Evidence for Clinical Practice (3 credits)
- NU 510 Community Based Nursing (6 credits)
- NU Elective (Gerontology, Public Health or Nursing Leadership) (3 credits)

Complete five additional courses (15 credits), three of which may be taken for graduate credit (subtotal = 122 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 bachelor's degree may waive the BS component and complete the MS component of the graduate nursing program.

In completing either pathway, it is important that you meet with a faculty member, the 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.
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-BS-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 or Program Director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

Articulation Agreements

All nursing programs that have been approved by the Board of Registration in Nursing in Massachusetts articulate with the Regis College RN-to-BS-to-MS Upward Mobility Track and the RN-MS Bridge Program.

Prerequisites to Upper-Division Nursing Major

Admission to this track is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis College. For further information contact the Associate Dean of Graduate Academic Affairs at 781-768-7188.

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.

Courses Required For The Undergraduate Core Curriculum And Nursing Major

Prerequisites

Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) SP 100 Spanish for Health Professionals recommended
- Development over the Lifespan (Human Development) 3 credits
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Chemistry (Includes inorganic and organic) (4 credits)
- Microbiology (3 credits)
- Total: 48 credits

Upward Mobility Nursing Courses credits

- NU 304 Health Assessment .............................................3
- NU 403 Evidence for Nursing Practice .........................................3
- NU 404 Concepts and Challenges In Professional Practice.................................3
- NU 510 Community Based Practice (Includes 80 hrs. clinical).......................6

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

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 credits 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 ..............................................6

Once completed, students move directly into their chosen track and specialty area as appropriate. Please see individual tracks for the relevant curriculum. In addition to specialty courses, all students complete the core requirements for the master’s degree which include: NU 601 Nursing Theory, NU 630 Advanced Nursing Research and NU 618 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, Nursing Leadership/Regulatory Affair, and Nursing Leadership/Health Informatics. The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 56-62 based on choice of track. College policy requires that all graduate programs must be completed within seven years.

It is important that you meet with a faculty member, Program Director, Associate Dean of Nursing or Dean of SNSHP to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

NURSE PRACTITIONER PROGRAM FOR NON-NURSES WITH A BA DEGREE OR BS DEGREE (GENERIC MASTER’S PROGRAM, PRE-LICENSURE COMPONENT)

- Carol Martin, 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 nursing component. At the point of successful completion of the generalist component, (1.5 years) the student is eligible to sit for the RN license examination. Upon completion of one more semester, the student will be awarded a Bachelor of Science degree. The Master of Science degree will be awarded after the completion of the specialist component. Students may choose one of five specialty areas: 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Session</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Fall</td>
<td></td>
<td>NU 620 Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 624 Professional Nursing (Clinical)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 304 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Year 1, Spring</td>
<td></td>
<td>NU 625 Acute Care Nursing (Clinical)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 633 Psychiatric/Mental Health Nursing (Clinical)</td>
<td>5</td>
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<tr>
<td>Year 1, Summer</td>
<td></td>
<td>NU 647 Maternal Child/Family Nursing (Clinical)</td>
<td>8</td>
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<tr>
<td></td>
<td>HP 629 Chronic Illness and Aging</td>
<td>3</td>
<td></td>
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<tr>
<td>Year 2, Fall</td>
<td></td>
<td>NU 640 Community Health Nursing (Clinical)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 645 Complex Care Nursing (Clinical)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>BI 612 Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 2, Spring</td>
<td></td>
<td>NU 641 Advanced Clinical Pharmacology II</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NU 630 Advanced Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 601 Nursing Theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 2, Summer</td>
<td>Session I</td>
<td>NU 618 Seminar: Health Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 669 Family Systems Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or NU 643 Psychopharmacology for psychiatric/mental health NPs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Session II</td>
<td></td>
<td>NU 650 Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or NU 652 Pediatric Health Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 3, Fall</td>
<td></td>
<td>NU 664 A, B, C, D or E Primary Care I (Includes 300 clinical hours)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Graduate Elective or NU 646 for Psych/Mental Health NPs or NU 661 for Women’s Health or HP626 for Adult-Geriatric Students</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 3, Spring</td>
<td></td>
<td>NU 665 A, B, C, D or E Primary Care I (Includes 300 clinical hours)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>NU 642 Management Concepts for Advanced Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU 668 Roles and Issues in Advanced Practice</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total: 95</td>
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</tbody>
</table>

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. Each semester the student will take 6-9 credits towards the program.

total of 62 credits. Upon completion the student will be awarded a Bachelor of Science degree and become eligible to sit for the NCLEX. Regis 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.

Admission Prerequisites
Successful completion of the following prerequisites:
- Anatomy & Physiology I & II, Microbiology, Chemistry I & II (or CH 105), Statistics, Human Growth and Development, & Ethics

Required Courses*

<table>
<thead>
<tr>
<th>Year</th>
<th>Session</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Fall</td>
<td></td>
<td>NU 320 Clinical Pharmacology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 304 Health Assessment</td>
<td>3</td>
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<tr>
<td>Year 1, Summer</td>
<td></td>
<td>NU 324 Professional Nursing (Clinical)</td>
<td>8</td>
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<tr>
<td>Year 1, Winter</td>
<td>BI 612 Advanced Pathophysiology</td>
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<td>or BI 212 Pathophysiology</td>
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<tr>
<td>Year 2, Fall</td>
<td></td>
<td>NU 325 Acute Care Nursing (Clinical)</td>
<td>8</td>
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<tr>
<td>Year 2, Summer</td>
<td></td>
<td>NU 347 Maternal Child Health Nursing</td>
<td>8</td>
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<tr>
<td>Year 2, Winter</td>
<td></td>
<td>NU 340 Community Health Nursing (Clinical)</td>
<td>6</td>
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<tr>
<td></td>
<td>NU 321 Nursing Care of the Aging Adult</td>
<td>3</td>
<td></td>
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<tr>
<td>Year 3, Fall</td>
<td></td>
<td>NU 345 Complex Care Nursing (Clinical)</td>
<td>6</td>
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<tr>
<td>Year 3, Winter</td>
<td></td>
<td>NU 630 Advanced Nursing Research</td>
<td>3</td>
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<tr>
<td></td>
<td>NU 601 Nursing Theory</td>
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<td>* Sequencing of courses is subject to change</td>
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HOSPITALIST NURSE PRACTITIONER TRACK-DNP PRACTICE TRACK
- Karen Crowley, Program Director

Current Advanced Practice nurses (APRN) that are practicing as Nurse Practitioners (NP) can choose the hospitalist program option as they pursue the DNP degree. This program will allow active NPs to advance their scope of practice to the inpatient setting and function in their fullest capacity. The core DNP courses are required by all DNP students, with each program track having an additional 9 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 740 Scholarly DNP Project I
- NU 741 Scholarly DNP Project II
NURSING COURSE DESCRIPTIONS

NU 304 Health Assessment in Nursing
This course teaches the student to assess the health status of clients of any age in any setting. Students incorporate knowledge attained in the prerequisite courses, Introductory and Developmental Psychology, Sociology, Anatomy and Physiology, Chemistry, and Microbiology. The student learns verbal and non-verbal communication techniques used in obtaining a health history and the written communication techniques used in documenting the health assessment. Students acquire the basic psychomotor skills of inspection, palpation, percussion and auscultation necessary when performing a physical examination. The effects of age, gender, culture, religion, socioeconomic status, lifestyle, and adaptation are identified.

NU 403 Evidence for Nursing Practice
This course focuses on the translation of current evidence into nursing practice, including the identification of practice issues, appraisal and integration of evidence, and the evaluation of outcomes (AACN, 2008). Students develop the skills necessary for understanding, evaluating and applying evidence in transforming nursing practice. Activities include in depth study of the research process as it relates to the critique and evaluation of research; the synthesis of nursing research in the development of a review of the literature; and the dissemination of research findings.

NU 405 Concepts in Nursing Leadership
This course focuses on issues of leadership role development and 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 they 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 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 Nurses, Topics will include the operating room environment, aseptic technique, positioning, ethical/legal considerations, anesthesia, infection control and professionalism. The 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 614 Registered Nurse—First Assist Practicum
This course is designed to introduce the learner to perioperative 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 Nurses, Topics will include the operating room environment, aseptic technique, positioning, ethical/legal considerations, anesthesia, infection control and professionalism. The 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 611 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 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 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. (Practice component of 80 hours) Concurrent or Prerequisite: NU 623.

NU 630 Advanced Nursing Research
The Advanced Nursing Research course focuses on the research process. 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 methodology (sampling, data collection and analysis). Evidence based practice and translational research are fundamental concepts in this course. Prerequisite or concurrent: NU 601.

NU 633 Psychiatric Mental Health Nursing
This course focuses on the role of the professional nurse in the transcultural care of individuals with psychiatric/mental health problems and their families. The student examines major mental health problems across the lifespan, treatment modalities, and specific intervention strategies. Selected clinical experiences in a variety of health care settings facilitate the development of knowledge and skill.

NU 635 Complementary Therapies and the Nurse
This course provides an objective introductory perspective on the newly emerging field of Complementary/Alternative Modalities (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It critically examines available research and offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client as well as to assume a leadership and management role on the interdisciplinary team. While the course explores a range of modalities and systems, it focuses in depth on those clearly within the domain of nursing practice.

NU 638 Concepts & Leadership in Case Management and Care Coordination
This course provides a comprehensive overview of case management concepts that are evidence-based, reflect current research and practice across multiple healthcare settings. Emphasis on the importance of leadership principles and practices will be integrated throughout the course.

NU 639 Advanced Concepts in Case Management: Transitions in Modern Healthcare
This advanced level case management course will focus on the critical role of case management in various healthcare delivery systems, particularly for complex patient populations. The course includes a detailed analysis of case studies and a structured fieldwork experience in case management. Emphasis will be on the leader’s role in meeting the health care quality agenda, ensuring financial performance, and effectively implementing health reform in care coordination, care transitions, and case management activities. Regional and national best practices and research in case management will be integrated throughout the course.

NU 640 Community Health Nursing
The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process and adaptation model help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, adaptation, communication, critical thinking and decision making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

NU 641 Advanced Psychopharmacology
This course focuses on developing knowledge and skill in the safe and effective use of medication for psychiatric mental health problems in populations across the lifespan. The curriculum integrates knowledge from previous courses such as pharmacology, pathophysiology and health assessment and complements the Psychiatric Mental Health curriculum. Course content addresses psychopharmacological interventions for disease categories and expands the foundation in psychopharmacotherapeutics necessary for nurse practitioners in clinical practice. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence based practice. Prerequisites: NU 620, NU 641.

NU 642 Management Concepts in Advanced Practice
This course is organized around the four major management functions of planning, organizing, directing and controlling. Management theory is presented as a framework for understanding the management functions of nurses in advanced practice. This course delineates the responsibilities and role of the advanced practice nurse in relation to administrative practice, the organization and organized health care services. The Advanced Practice Nurse is a leader, educator, communicator, collaborator and is responsible for ensuring effective primary care, all of which are integral components of this course.

NU 643 Advanced Psychopharmacology
This course focuses on developing knowledge and skill in the safe and effective use of medication for psychiatric mental health problems in populations across the lifespan. The curriculum integrates knowledge from previous courses such as pharmacology, pathophysiology and health assessment and complements the Psychiatric Mental Health curriculum. Course content addresses psychopharmacological interventions for disease categories and expands the foundation in psychopharmacotherapeutics necessary for nurse practitioners in clinical practice. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence based practice. Prerequisites: NU 620, NU 641.

NU 644 Management Concepts in Advanced Practice
This course is organized around the four major management functions of planning, organizing, directing and controlling. Management theory is presented as a framework for understanding the management functions of nurses in advanced practice. This course delineates the responsibilities and role of the advanced practice nurse in relation to administrative practice, the organization and organized health care services. The Advanced Practice Nurse is a leader, educator, communicator, collaborator and is responsible for ensuring effective primary care, all of which are integral components of this course.

NU 645 Complex Care Nursing
In this synthesis course, students analyze the cultural, spiritual, biopsychosocial needs of clients and their families who face complex multi-sytem health problems across the wellness-illness trajectory, with a focus from acute care to rehabilitation or long-term care in institutional settings. Using a case study approach, students examine the complex interrelationships between client/family, the health care system and nursing. Emphasis is placed on adaptation, nursing process, and the professional role. Students apply critical thinking, decision-making, and communication skills in selected clinical settings that will enhance their ability to develop therapeutic nursing interventions.

NU 646 Theory and Practice of Contemporary Psychotherapies
The focus of this course is on theories and methods used by the Advanced Practice Psychiatric Mental Health nurse as broadly applied across treatment
settings. Students will explore theory and techniques associated with various therapeutic models with regard to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Students will gain learning experiences that promote satisfactory assimilation of mental health and mental illness concepts in their development of advanced practice nursing across the lifespan. Emphasis is placed on evidence-based practice and treatment guidelines utilizing a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapeutic theories will be studied and application made where possible in practicum placements, seminar discussions, and classroom learning experiences.

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 emphasis on special needs and problems of the childbearing women, infants, children, and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings and community based schools help the learner begin to develop critical thinking skills and competence in family health nursing.

NU 650 Advanced Health Assessment in Nursing
This course builds upon previous skills acquired in Health Assessment. Assessment includes in-depth history taking, physical examination techniques, and data analysis appropriate to all age groups. Clinical application is an ongoing requirement of the course with faculty support in a laboratory setting. 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 661 Care of the Childbearing Woman
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision-making and clinical management of obstetrical client through childbearing process. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the obstetrical client. Classroom learning is applied in supervised clinical preceptorship experiences associated with NU 664A/B/D or NU 665 A/B/D.

NU 664A Primary Care of the Child I
This course integrates concepts from concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision-making and clinical management of children. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the pediatric client. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664B Primary Care of the Family I
This course integrates concepts from the concurrent course in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision-making and clinical management of families through the life cycle. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664C Primary Care of the Psychiatric Mental Health Client I
The focus of this course is developing knowledge and skill in the assessment and diagnosis of psychiatric mental health problems in the populations across the life span. The curriculum also integrates knowledge from previous courses, such as pharmacology, pathophysiology, and health assessment. Psychiatric nurse practitioner students utilize many theoretical sources in the development of their practical skills and draw from neuropsychology, neuropsychophysiology, family systems, and biopsychosocial approaches. Special populations such as the elderly and the chronic mentally ill are also emphasized.

NU 664D Primary Care of the Woman I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision-making and clinical management of Women’s Health issues. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to Women’s health. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664E Primary Care of the Adult-Geriatric Client I
This is the first of two courses in primary care of the adult-gerontology client. This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision-making and clinical management of the adult-gerontology client through the life cycle. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the adult-gerontology system. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664F Primary Care of the Adult-Geriatric Client II
This is the second course in primary care of the child. This course continues the development of skills in decision-making and clinical management of children.

NU 665A Primary Care of the Child II
This is the second course in primary care of the child. This course continues the development of skills in decision-making and clinical management of children.

NU 665B Primary Care of the Family II
This is the second course in primary care of the family. This course continues the development of skills in decision making and clinical management of families through the life cycle.

NU 665C Primary Care of the Psychiatric Mental Health Client II
Nurse practitioner students will continue to develop knowledge and skill in the assessment and diagnosis of mental health problems in adults. In depth study of geriatric mental health problems, such as mood disorders, dementia, and delirium, will prepare students to work with this complex population upon graduation.

NU 665D Primary Care of the Woman II
This course is the second of two concentration courses focusing on developing knowledge and skill in the assessment, diagnosis and treatment of the adult population with a special focus on health care for adolescent females and women. This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problems, decision making and clinical management of women’s health issues. Discussions focus on health promotion, disease prevention, recognition and management of acute and chronic conditions, organizational issues, access to care, and advanced professional practice as they relate to caring for patients in primary care settings. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 665E Primary Care of the Adult-Geriatric Client II
This course continues to integrate concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in assessment, problems, decision-making and clinical management of families through the life cycle. Discussions focus on 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.

NU 666 Roles and Issues in Advanced Practice
The 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, group discussion focuses on current and projected trends in primary care practice as they affect nurses in advanced practice.

NU 669 Family Systems Theory
This graduate level course provides knowledge of family dynamics during various stages of development. Gender and generational differences are addressed. The course is designed to enhance psychosocial assessment skills for clinicians working in health and/or human service settings.

NU 670 Seminar in Teaching and Learning for Nurse Educators
An overview of various components involved in the dynamic of teaching, learning, educational psychology, curriculum, methodology, evaluation, and assessment. Emphasis is placed...
on the development of 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 673 Hospitalist Nurse Practitioner I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment as well as primary care of adult/geriatric patients with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision-making and clinical management of acutely ill patients from an inpatient health care model incorporating the Accreditation Council for Graduate Medical Education (ACGME) competencies and the nursing process. Discussions focus on health promotion, disease management, support services, organizational issues, access to care, and advanced professional practice as they relate to the inpatient health care. Students enrolled in this course must be concurrently enrolled in NU 738 Application of Nursing Science which is where students will demonstrate the application of classroom learning in a mentored clinical experience.

NU 674 Hospitalist Nurse Practitioner II
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment as well as primary care of adult/geriatric patients and Hospitalist 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 the complexities inherent in the culture and health interface and how these variable influence quality health care in the context of the American health care system. Frameworks, theories, and models that explore culture and health, generally, and among selected populations, specifically, are identified. Within a crosscultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership or research positions.

NU 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 culture and health, generally, and among selected populations, specifically, are identified. Within a crosscultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership or research positions.

NU 722 Quantitative Research Methods For Evidence-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 will be on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytical models. Students use critical thinking skills to analyze qualitative methods as a framework for making decisions regarding clinical problems. Exploration of a variety of models used for data analysis will be discussed in order to summarize and examine research data within the decision-making framework. Course content will be applied to application of actual clinical problems.

NU 730 Doctoral Thesis Seminar I
This seminar is a collaborative endeavor among the learner, peers, and faculty. Two major foci of the seminar are the development and refinement of the thesis proposal from problem identification through methodology and the planning and implementation of the methodology.

NU 734 Doctoral Thesis Seminar II
This seminar is a collaborative endeavor among the learner, peers, and faculty. The major 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 assistance, select an advanced practice experience that complements and enhances their selected advanced practice focus.

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 evaluated. The course will treat all levels of pathology from molecular to cellular, tissue, organ, and organ systems, emphasizing the role of homeostasis and the ensuing disturbances, which lead to disease conditions.

NU 729 Qualitative Research Methods for Evidence-Based Practice
Students are provided with an in-depth analysis of advanced qualitative research methods used in nursing and health care research. Focus will be on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytical models. Students use critical thinking skills to analyze qualitative methods as a framework for making decisions regarding clinical problems. Exploration of a variety of models used for data analysis will be discussed in order to summarize and examine research data within the decision-making framework. Presentation of research and statistical theory will be balanced with application to actual clinical problems.

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 common teaching/learning situations and the relationship between theory and practice.

ED 622 Economics of Health Care
This course is an introduction to health care economics, the study of how resources are allocated to and within the health economy. The class will introduce basic microeconomic concepts and theories of supply and demand in the health care marketplace, including: the equilibrium between price and production, the rationality of consumer behavior and market elasticities. The focus of the course will be on how health economic theory can be used to explain the intricacies of health policy and care delivery in terms of cost, quality and access. In particular, we will examine the features of the 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 would be described. (This course can be taken as an elective by undergraduate or graduate students.)
### SPANISH GRADUATE COURSE DESCRIPTIONS

#### SP 501, 502 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 outstanding authors of each period. Second semester: (SP 502) focus on Don Quijote.

#### SP 507 Theatre: From the Golden Age to the Present
An examination of theatre: Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others.

#### SP 508 Spanish Writers of the Nineteenth Century
This course will introduce you to the most famous literature from Nineteenth Century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. 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 Latin American Literature
This course studies the development of literary trends in Latin America from Pre-Columbian times to the end of the nineteenth century. The texts read and discussed represent the political, social and cultural developments in Latin America that characterized and defined the countries and the people that comprise the territory. The course ends with the study of the Romantic novel María by Colombian writer Jorge Isaacs.

#### SP 512 Latin American Literature
This course studies the development of literary trends in Latin America from the Modernist period until today. The texts read and discussed represent the political, social and cultural developments in Latin America that characterized and defined the countries and the people that comprise the territory. The course ends with the study of one of the novels by Colombian writer Gabriel García Márquez.

#### SP 514 Spanish Cinema
An examination of the work of Luis Buñuel, considered the father of modern cinema. A Don Juan play by Federico García Lorca, and others will be studied and discussed.

#### 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, Mutis, Delibes, Machado, Alberich, Unamuno, Goytisolo, 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
This course 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 egoism and not ecoism. However, this anthropomorphic view of our planet comes from a Medieval world-view where Nature was thought to have been created for the use of humans. This helps to explain the exploitation of the natural world, especially by the Conquistadores in Latin America. In this course we will see how literature in Spain, Central America, and Latin America that has been written throughout the centuries, reflects the sources and consequences of this view. This course is a requirement for the concentration in Hispanic Studies for the major in History, World Languages and Cultural Heritage.

## BACHELOR OF SCIENCE IN MEDICAL IMAGING

#### Student Learning Outcomes for Medical Imaging

- Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals
- Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images
- Discuss the various pathologies presented in diagnostic medical imaging exams
- Analyze various procedures and therapies for correct use of instrumentation
- Demonstrate ethical decisions in the clinical setting

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

- Natural Sciences (2 courses from 2 different disciplines)*
- Writing Seminar I*
- Writing Seminar II*
- Ethics Course*
- Statistics Course*
- Social Science Courses (2 courses)*
- Literature Course*
- Philosophy Course*
- Religion Course*
- History Course*
- Expressive Arts Course*

### BACHELOR’S DEGREE COMPLETION PROGRAM (NO CONCENTRATION)

The Regis College Bachelor of Science in Medical Imaging degree program is designed for the associate degree or diploma technologist who wishes to continue their education for professional and personal growth. The registered technologist will earn a Bachelor of Science degree with a major in Medical Imaging. This curriculum track also provides a foundation for students to continue their education in one of the master’s degrees at Regis. The completion program can be completed full-time or part-time. Fifty-five Credits will be awarded for the certification exam by ARRT, NMTCB, CAMRT, or RDMS.

### Medical Imaging Upper Division Courses (all required at Regis)—21 credits

- MI 470 Cross Sectional Imaging
- MI 473 Quality Management
- MI 476 Medical Imaging Seminar & Capstone
- MI 477 Research Methods
- MI 650 Pathology Across Radiology Modalities**
- Graduate Elective+

TOTAL: 124 credits

* Could be transferred from any accredited college/university
+ Not included in the degree but required for ARRT certification
** May be taken for credit

### 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...
GRADUATE

and necessary to become a competent Nuclear Medicine Technologist. Clinical education occurs at various hospitals and medical centers in Boston and the surrounding area 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 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 468, MI 469, MI 470, MI 472, MI 476, MI 477, MI 478, MI 479, MI 480, MI 650

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 a 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).

Students must meet the Regis College CORE general education curriculum described under the Undergraduate portion of this catalog.

Required for the Major & Interventional Radiology Concentration
MI 305, MI 306, MI 307, MI 350, MI 351, MI 352, MI 477, MI 476, MI 650

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 Breast Imaging 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).

Students must meet the Regis College core general education curriculum described under the Undergraduate portion of this catalog.

Required for the Major & Breast Imaging Concentration
MI 310, MI 311, MI 312, MI 340, MI 341, MI 342, MI 470, MI 477, MI 476, MI 650

GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS (ABA)

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.

Required Courses for the Certificate in ABA
ABA 601 Concepts and Principles 1: Introduction to Applied Behavior Analysis (3 credits)
ABA 602 Concepts and Principles 2: Experimental Analysis of Behavior (3 credits)
ABA 604 Treatment Evaluation (3 credits)
ABA 606 Behavior Assessment (3 credits)
ABA 608 Behavior Intervention (3 credits)
ABA 610 Ethical Practice in Applied Behavior Analysis (3 credits)
ABA 630, ABA 631, ABA 632 Practicum (9 credits; a fieldwork option is available)

GRADUATE CERTIFICATE OF ADVANCED GRADUATE STUDIES (CAGS)

Program Description
The CAGS program in Heritage Studies is designed for students seeking further education, intellectual dialogue, interdisciplinary experience, or to explore new ideas relating to their careers or previous courses of study, who do not necessarily need a second master’s or a doctoral degree. The certificate has become a standard in graduate education recognizing a student’s completion of thirty credits beyond the master’s degree.

Interested applicants should meet with the program director to design an appropriate course of study based on the individual’s academic background, goals, and expected outcomes. He or she must have a master’s degree in a related field conferred from an accredited institution prior to being admitted formally to the CAGS program. With the exception of students applying for the CAGS as a continuation to the MA program at Regis College, all CAGS candidates will be required to complete the four foundational courses as part of their curriculum plan.
GRADUATE CERTIFICATE IN COMMUNICATION FOR HEALTH CARE PROFESSIONALS

- Colleen C. Malachowski, 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.

Required Courses

- CO 612 Health Communication Management
- CO 601 Intercultural Communication in the Workplace
Choice of either: CO 609 Conflict Resolution and Negotiation or CO 610 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 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

- HP 629 Chronic Illness and Aging: Management, Palliation and End of Life Considerations
- HP 626 Sociological, Political and Economic Perspectives in Gerontology
- HP 623 Gerontology: A Multidisciplinary Approach

Elective Courses

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

GRADUATE CERTIFICATE IN HEALTH ADMINISTRATION

- Mary Ann Hart, Program Director

Program Description

The Graduate Certificate in Health Administration introduces students to the critical ethical, legal, social, policy, and management issues in Health Administration. The Certificate consists of five courses – three required courses and two electives. These five courses can also be applied toward fulfilling the requirements of the Master of Science in Health Administration. Electives may be chosen from courses in Health Administration, Health Informatics, Gerontology, and Health Policy, per approval of the program director.

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

GRADUATE CERTIFICATE IN HEALTH INFORMATICS

- Kathleen Donaher, Program Director

Program Description

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 through a self-designed practice mentorship.

Program Objectives and Required Courses:

- To explore the rapidly changing, dynamic health informatics industry
- To examine the many informatics options currently available or under development in health
- To synthesize knowledge of health informatics, leadership and change in addressing informatics problems in the real world setting
Certificate Curriculum
NU 710 Informatics in Health Care
HP 658 Health Information Systems
HP 641 Information Systems Mentorship
NU 643 Database Design and Development for Healthcare*
*Students starting the program after August of 2013 will be required to complete HP 643 in addition to NU 710, HP 635, HP 638, and HP 641.

COURSE DESCRIPTIONS
NU 710 Informatics in Health Care
Informatics in Health Care explores the background and theory of nursing and health care information systems. Strategies are examined for analyzing, designing, developing, implementing, and evaluating information systems for health care professionals and consumers with an emphasis on improving the quality of care delivery. Content and projects are applicable to advance practice nurses, nurse educators, researchers, nurse leaders, executives, and other health care professionals. Method of assessment: online discussions and synthesis, major paper.

HP 635 Health Information Systems
Addresses the multiple systems utilized to retrieve, manage and report information in health care: information architectures, administrative and clinical applications, evidenced based health, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, medical devices and telehealth.

HP 638 Strategic Leadership in Health Informatics
This course examines the social, political and economic influences on the evolution of informatics in health. Students analyze concepts, issues and practices of organizational behavior at the individual, group and organizational levels as they relate to information systems in health. Students examine end users’ needs; processes and work flow in environments for the purpose of translating specifications for health information systems.

HP 641 Information Systems Mentorship
Provides students with real world practical experience in the application and evaluation of health care informatics. With faculty oversight and guidance, students are matched with a mentor working in a health care system (health care setting, physician practice group, pharmaceutical /biotech company, software company, clinical research organization) and work 8-10 hours per week for one semester. Students collaborate with faculty and other students weekly to log in experiences and participate in a structured discussion board.

HP 643 Database Design and Development for Healthcare
This course will provide the student with an understanding of the types of databases and their usages in healthcare and related industries, as well as understanding their design and structure (schema). Conceptual and logical design will be stressed and concepts of data reporting and data mining will be discussed, including an introduction to structured query language (SQL). A small database using Microsoft® Access 2010 will be developed during the course.

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.

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.
GRADUATE 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 biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals and hypothesis testing; sample size and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of confounding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading the literature.

PBH 606 Analysis of Public Health Issues
In this course select issues that are critical to the health of the public are analyzed in order to gain an understanding of public health practice. Students will examine existing data, current and proposed public policy and current practice in order to gain an understanding of the field of public health.

PBH 633 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 will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with an understanding of the health hazards resulting from exposure to physical, chemical and biological hazards; vectors for dissemination (water, soil, fomites and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues.

GRADUATE CERTIFICATE IN REGULATORY & CLINICAL RESEARCH MANAGEMENT
- Joni Beshansky, Program Director

The Graduate Certificate programs provide concentrated training in the student’s chosen specialty, Regulatory Management or Clinical Research Management. Twelve credits (four courses) are required. All courses provide graduate credit, which may be applied to subsequent studies for the Master of Science in Regulatory Management 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-BACCALAUREATE CERTIFICATE IN NUCLEAR MEDICINE TECHNOLOGY
- David Gilmore, Program Director

Program Focus & Curriculum The Nuclear Medicine Technology post-baccalaureate certificate is geared for students with a previous non-medical imaging degree or a current technologist with 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 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

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:
Certificate Requirements:
Students are required to complete the following four courses:
ED 801 Higher Education Leadership, Policy and Ethics
ED 829 Co-Curricular Development in Higher Education
ED 831 Measurement and Assessment
ED 835 Higher Education Finance: Strategy, Costs and Value

POST-MASTER’S CERTIFICATE FOR RNS WITH AN MSN
(FAMILY, PEDIATRIC, PSYCHIATRIC/MENTAL HEALTH, ADULT
GERIATRIC OR WOMEN’S HEALTH NURSE PRACTITIONER)

Karen Crowley, Program Director

The Program
The purpose of the Post-Master’s Certificate curriculum is to prepare the master’s prepared nurse for advanced practice as a Family Nurse Practitioner, a Pediatric Nurse Practitioner, 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

Year 1, Fall
NU 620 Clinical Pharmacology I* ........................................ 3
BI 612 Advanced Pathophysiology .................................. 3

Year 1, Spring
NU 609 Family Systems Theory (except for Psych/Mental Health NPs) .................. 3
NU 641 Advanced Clinical Pharmacology II .......................... 3
(NOTE: NU 641 MUST be taken in the fall or spring prior to entering NU 664)

Year 1, Summer
NU 650 Advanced Health Assessment .................................. 3 or
NU 652 Advanced Pediatric Assessment .............................. 3
(Note: NU 650 or 652 must be taken in the summer prior to primary care)
NU 643 Advanced Psychopharmacology (for Psych/Mental Health NPs) ............ 3

Year 2, Fall
NU 664A Primary Care of the Child I ................................... 8 or
NU 664B Primary Care of the Family I ................................. 8 or
NU 664C Psych Mental Health Nurse Practitioner I ................ 8 or
NU 664D Women’s Health Nurse Practitioner I ...................... 8 or
NU 664E Primary Care of the Adult-Geriatric Client I .............. 8
NU 661 Care of the Childbearing Woman (For WHNPs) ......... 3 or

Total: 31-34

*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

Karen Crowley, Program Director

The Program
The purpose of the Post-Master’s Certificate curriculum for certified NPs is to prepare the master’s prepared nurse who is already a nurse practitioner for advanced practice in an additional area of concentration as a Pediatric Nurse Practitioner, Family Nurse Practitioner, Psychiatric/Mental Health, Adult/Geriatric, or Women’s Health Nurse Practitioner with a primary care focus. Many of these courses are transferable from a previous nurse practitioner program if taken as graduate courses. Each individual’s transcript and years of experience as a Nurse Practitioner will be reviewed to determine the final curriculum to be taken at Regis College.

It is important 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

NU 669 Family Systems Theory (except for Psych/Mental Health NPs) .............. 3
NU 650 Advanced Health Assessment .................................. 3
NU 652 Advanced Pediatric Assessment .............................. 3
NU 664 Primary Care Concentration I—A, B, C, D or E .......................... 8
NU 661 Care of the Childbearing Woman (For WHNPs) ...................... 3
NU 643 Advanced Psychopharmacology (For Psych/Mental Health NPs) ....... 3
NU 646 Theory and Practice of Contemporary Psychotherapies (For Psych/Mental Health NPs) ........................................ 3
HP 626 Sociological, Political, and Economic Perspectives in Aging (For Adult-Geri NPs) .................................................. 3
NU 665 Primary Care Concentration II—A, B, C, D or E .................... 8
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.

NU 670 Seminar in Teaching and Learning for Nurse Educators (3 credits)
ED 620 Instructional Methods and Curriculum Design in Nursing Education (3 credits)
NU 672 Mentorship Teaching Experience/Seminar (3 credits)

TOTAL CREDITS: 12

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Kristin Dingle  
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<table>
<thead>
<tr>
<th>Professor/Title</th>
<th>Name</th>
<th>Educational Background</th>
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<tbody>
<tr>
<td>Assistant Professor of Religious Studies</td>
<td>Joseph Draper</td>
<td>BS, MS, PhD, Iowa State University</td>
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<tr>
<td>Clinical Adjunct of Nursing</td>
<td>Michael Drues</td>
<td>Lecturer of Regulatory and Clinical Research Management</td>
</tr>
<tr>
<td>Clinical Adjunct of Nursing</td>
<td>Michaela Dumais</td>
<td>Clinical Adjunct of Nursing</td>
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<td>Theresa Fitzpatrick</td>
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<tr>
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Laura McGovern  
Bursar
Directions

If traveling north on Route 95/128
- Take exit 24 to Route 30 west
- Continue approximately two miles and make a right turn onto Wellesley Street
- Regis College is on the left.

If traveling south on Route 95/128
- Take exit 26 to Route 20 west
- Turn left at School Street and follow it for 0.5 miles
- Take slight right at Wellesley Street and follow it for 0.8 miles
- Regis College is on the right.

If traveling east on the Massachusetts Turnpike (I-90)
- Take exit 14 to Route 30 west
- Continue approximately two miles and make a right turn onto Wellesley Street
- Regis College is on the left.

If traveling west on the Massachusetts Turnpike (I-90)
- Take exit 15 to Route 30 west
- Continue approximately two miles and make a right turn onto Wellesley Street
- Regis College is on the left.

From Route 9 in Wellesley
- Take the Weston Road exit
- Go north on Weston Road which becomes Wellesley Street at the town line. Cross Route 30 at the traffic light.
- Regis College is on the left, approximately 1/4 mile.
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