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Antoinette M. Hays, PhD, RN
President

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

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 connections and relates to the marketplace. We recently became an all iPad institution. 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!

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

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

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

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

For complete directions to Regis College locations, as well as campus and local area maps, please see pages 220-221.
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-five 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 1970s, Regis began offering graduate degrees. Eighty years of a strong tradition brought the College to a historical moment in August 2006, when the Regis College Board of Trustees affirmed a “case for growth” that developed 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.

In the first decade of this century, Regis College has itself walked a path of transformation. In January 2007, Regis began offering its first doctoral program (the DNP or Doctorate of Nursing Practice). In September 2007, Regis College officially and seamlessly made the co-ed transition and opened its doors to men as well as women undergraduates. In 2008, the Regis faculty strengthened the core curriculum through a major revamping. For 2008-2011, and again for 2011-2015, Regis has been named 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. Bring your purpose and find your path at Regis. We will meet you on your way.
The College
A liberal arts and sciences college in the Catholic tradition, Regis College is a co-educational institution offering undergraduate and graduate programs leading to associate, baccalaureate, master’s, and doctorate degrees.

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

Enrollment
More than 1,800 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 resources. The Regis College Library is a member of the Minuteman Library Network (MLN), a large, robust consortium in the local metro west area. The MLN web catalog and a large variety of electronic databases are available from workstations throughout the library, in other campus locations, and via the web from Regis College Library’s homepage.

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

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

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

Accreditation
Regis College is accredited by the New England Association of Schools and Colleges. The Elementary, Moderate Special Needs, and Secondary Education Programs (English, History, Mathematics, and Spanish) have been approved for Interstate Certification and meet the standards of the Interstate Certification Compact./National Association of State Directors of Teacher Education and Certification.

The Regis College Archives is the official repository for college records which have enduring historical, legal, or administrative value.

Financial Aid
More than 90 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 in Nursing
- Bachelor of Social Work
- Bachelor of Science in Medical Imaging
- Master of Arts in Heritage Studies
- 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 Health and Fitness
- Master of Science in Nursing
- Master of Science in Organizational and Professional Communication
- Master of Science in Regulatory and Clinical Research Management
- Post-Master’s Certifications in Nursing
- Doctor of Nursing Practice
- Certificate of Advanced Graduate Studies
- Certificate in Applied Behavior Analysis
- Certificate in Clinical Research Management
- Certificate in Communication for Health Care Professionals
- Certificate in Gerontology
- Certificate in Health Administration
- Certificate in Health Informatics
- Certificate in Integrative Health
- Certificate in Museum Studies
- Certificate in Nursing Leadership/Health Administration
- Certificate in Public Health
- Certificate in Regulatory Management

The Social Work Program is accredited by the Council on Social Work Education. The Medical Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT, 20 N. Wacker Street, Suite 2850, Chicago, IL 60606-3282; 312-704-5300).

The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JCNT, 2000 W. Danforth Rd., Ste 130 #203, Edmond OK 73003. www.jcnc.org)

Regis College supports the efforts of secondary school officials and governing bodies to have their schools achieve nationally accredited status.

Regis College Library houses a well-balanced collection of books, periodicals, and online resources. The Regis College Library is a member of the Minuteman Library Network (MLN), a large, robust consortium in the local metro west area. 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.

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 ADVISERS TO HELP EACH STUDENT SHAPE A PARTICULAR DIRECTION. THE IMPLEMENTATION OF THE REGIS COLLEGE PATHWAYS OF ACHIEVEMENT thus speaks to the purpose and the way forward of the student: “Your path, your purpose.”

GRADUATE PATHWAYS WILL ALLOW GRADUATES AND NON-TRADITIONAL STUDENTS TO SUCCEED IN THE MARKETPLACE OR TO RE-TOOL AND ADVANCE THEIR CAREERS THROUGH STRONGLY DEGREE-FOCUSED PROGRAMS:

1. Nursing (multiple entry, multiple tracks)
   - Associates through DNP
   - Post-Baccalaureate and Other Certificates in Gerontology, Informatics, Nursing Leadership, Clinical Research, Product Regulation, Public Health, Integrative Health

2. Health Administration, Regulatory & Clinical Research Management
   - BS in Medical Imaging (Concentrations in Nuclear Medicine or Interventional Radiology)
   - MS in Health Administration
   - Regulatory & Clinical Research Management

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

4. Education
   - 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)

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

6. Heritage Studies
   - Master of Arts in Heritage Studies for a Global Society

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.

1. Liberal Arts and Education, with options toward the straight major and toward educational licensure
   - BA in English (Licensure in Elementary or Secondary Education available)
   - BA in History (Licensure in Elementary or Secondary Education available)
   - BA in Liberal Studies (Licensure in Elementary Education available)
ASSOCIATE DEGREE PROGRAMS

The Nursing and Radiography Programs (associate of science degrees)
In 1998 the Lawrence Memorial Hospital School of Nursing, in existence since 1924, collaborated with Regis College to provide an associate degree nursing program. The professional associate of science degree with a major in nursing is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and accredited by the National League for Nursing Accrediting Commission. In 2004, the Radiography Program was started to meet the need for more 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. This campus shares its site with Lawrence Memorial Hospital, a 134-bed, non-profit acute care facility, and the Courtyard Nursing Care Center, a 224-bed state-of-the-art nursing center, both affiliates of Hallmark Health. Required courses that are not nursing or radiography courses are offered on the main campus of Regis College in Weston, MA. On the Weston campus, students have access to all Regis College facilities including libraries, laboratories, technology centers and athletic facilities. Since both campuses are located close to Boston, students enjoy entertainment, shopping, and dining venues as well as historical and cultural events unique to the city.

Enrollment
Total enrollment is about 350 students whose ages range from 18 to over 50. The majority of students are 25 to 34 years old and most have taken some college level courses prior to enrollment or have college degrees. About ten percent are male students and eight percent are minority.

Faculty
Faculty are 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 24 hours a day, seven days a week and is staffed on Sunday through Friday. All entering students receive basic library instruction as part of the orientation program. The librarian also provides group and individual instruction to students throughout their enrollment including database searching and World Wide Web searching.

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

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

Applicants to the associate degree programs in nursing and radiography should refer to the Lawrence Memorial/Regis College website, www.lmregis.org for additional information on these programs.

Accreditation
The professional associate of science nursing degree program is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and accredited by the National League for Nursing Accrediting Commission; 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; phone 404-975-5000; www.nlnac.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.

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

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

The Nursing Arts Laboratory houses multiple patient care units, realistic training mannequins and a variety of state-of-the-art medical equipment. A nursing arts lab coordinator, lab instructor and lab assistants are available at designated times to aid students in the acquisition of nursing skills.

State-of-the-art Simulation Laboratories provide interactive realistic mannequins for faculty-supervised student instruction and practice. Through sophisticated computer programming, these simulation mannequins’ conditions can instantly change; such changes are displayed on the cardiac monitor and blood pressure and pulses of the “patient” change as well. Videotaped practice scenarios of students working with SimMan or SimBaby mannequins allow students to evaluate their nursing care and responses to the patient’s clinical condition. Each practice scenario is reviewed by faculty and students together to enhance student learning.

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

Questions regarding financial aid programs and opportunities may be directed to the Financial Aid Coordinator, Medford campus.

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

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

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

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

Student Counseling Services
Regis College is in partnership with Comprehensive Psychiatric Associates, a multidisciplinary mental health group practice that offers a full range of outpatient mental health services. The Regis College Psychiatric Services is run by a mental health clinical nurse specialist. On-campus appointments can be made by contacting Health Services.

Lawrence Memorial/Regis College Nursing and Radiography students can access counseling on the Medford campus through the Student and Alumni Affairs Coordinator.

Dining Service
Regis College Dining Service is an integral part of student life on campus. Aramark manages four food services locations at Regis College. The Regis Restaurant is a food court located in Alumniac Hall that serves the campus community breakfast, lunch and dinner. The meals range from classic homestyle meals to ethnic cuisines. The College Café offers a made to order service. The College Café is located in the Student Union and features pool tables, ping pong tables, and televisions. The C3 Café is a convenience location on the top floor of the Athletic Center. The C3 offers grab-and-go sandwiches, snacks and beverages. The Bistro at College Hall is located on the second floor of College Hall, next to the Foyer. Open from 4:00pm–7:00pm.
Monday through Thursday, the Bistro offers sandwiches, salads, coffee and other grab-and-go items for those students who take evening classes.

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

Health Services
Regis College Community Health Services promotes wellness by providing primary health care, preventive services, and health education. The professional staff of nurse practitioners, counselors, and on-call physicians are experienced providers. Health Services mission is to provide the community with timely, convenient, and high quality primary care services in a caring environment that respects the student’s dignity, diversity, and privacy. Health Services maintains a policy of strict confidentiality for all services and medical records. Information will be released only with the written consent of the student or as required by law. All students are encouraged to use Health Services not only when they are ill or injured but also when they have questions or concerns about health issues. To make an appointment, call 781-768-7290.

Department of Campus Police
The Department of Campus Police is open 24 hours a day, seven days a week. Each officer is trained to handle on-campus incidents or problems. Students may go to the Department of Campus Police anytime, 24 hours a day, for assistance or may dial the office at 781-768-7111. Health Services and the Resident Director on duty are in direct contact with the Department of Campus Police.

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

Information Technology Services
Information Technology Services (ITS) is committed to the integration and support of technology in every aspect of campus life. Accordingly, ITS provides campus-wide networking, communication and information services and support. Our campus-wide network provides students, faculty, and staff with Internet access, email, telephone services, cable TV, access to library services, and web-based application services. ITS provides the following technology services to the Regis community:
- ITS Helpdesk
- Academic Computer Labs
- Internet Access (wired and wireless)
- Network services and storage
- iPad support
- Moodle Learning Management System
- Regis Access web applications
- Smarthinking 24/7 online tutoring service
- Email
- Phone service
- Cable TV

The ITS Helpdesk is available to students, faculty and staff in need of technology assistance. Regis College provides an extensive and robust wireless network to the campus and twelve academic computer labs for student use. Through the mobile initiative designated students are provided with iPads to facilitate collaboration and enhance learning.

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.
GENERAL COLLEGE
policies & procedures

Catalog Policies
Students are expected to inform themselves regarding all academic policies by referring to the Catalog and consulting with their academic advisors. The Catalog is not an irrevocable contract. Regulations published in it are subject to change by the College at any time without notice. College regulations are policy statements to guide students, faculty and administrative officers in achieving the goals of the institution. The appropriate authorities with the interest of the students and the institution in mind will make necessary interpretations of these policies. Students are encouraged to consult an advisor or the School Deans if they have questions about the application of any policy. Any course with a department but no course number is a course that will run after January 1.

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

Academic Appeal Procedures
For a description of the procedures Regis College students must follow to appeal a decision made about an academic issue, action, behavior, or problem (grade, allegation of dishonesty, etc.), consult the Regis College Student Handbook. http://www.regiscollege.edu/campus_community/dean_of_students.cfm

Academic Assessment Statement
Regis College is committed to continuous improvement of the curriculum through assessment of student learning to optimize the educational experience of each student. Information on mission, goals and student learning outcomes that pertain to all students, and the mission, goals and student learning outcomes that pertain to specific academic programs is provided on the Regis College website at www.regiscollege.edu.

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

Academic dishonesty includes:
- Inventing data, quotes, or citations for reports
- Lying about reasons for absences or requests for extensions or rescheduling of exams
- Copying or sharing answers on exams or bringing “cheat sheets” to closed-book examinations or using any electronic device in an exam for unapproved purposes, especially to access or transmit assistance on the exam
- Discussing what is/was on a specific examination with someone who has not yet taken it
- 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 Student Success Center 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. 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.

Application Reactivation
Applicants whose undergraduate applications for admission are more than one year old, as well as those undergraduate students seeking to re-enroll at Regis College, 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.

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

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

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

- Algebra
- Algebra - Trigonometry
- American Government
- American Literature
- American History 1 and 2
- Analysis and Interpretation
- Calculus and Elementary
- College Algebra
- College German Levels 1 and 2
- English Composition With Essay
- English Literature
- General Biology
- General Chemistry
- Human Growth & Development Functions

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

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

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

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

Incomplete Course Work
Incompletes are granted only under extraordinary circumstances. If a student has such a circumstance, it is the student’s responsibility to explain the circumstance and arrange to receive an Incomplete with the instructor prior to the conclusion of the regular course meetings, but no later than the first day of the final examination period. No instructor will automatically grant an Incomplete. Failure to arrange for an Incomplete will result in the instructor’s assigning the course grade on work submitted and may result in an F for the course. Should a student arrange for and receive an Incomplete, the student’s work must be completed and submitted to the instructor at the start of classes for the next regular term (spring or fall), but no later than the Monday following the date for deferred examinations (the Saturday of the next term’s first week of class). The instructor may request that work be submitted by an earlier date.

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

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

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

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

Access to Records
No one outside the College shall have access to, nor will the College disclose students’ education records without the written consent of students except as permitted by FERPA. FERPA permitted disclosures include, but are not limited to, disclosures to College officials with legitimate educational interests, persons or organizations providing students financial aid, accrediting agencies carrying out their accrediting function, parents of a student who is their “dependent” for federal tax purposes, and persons in connection with a health or safety emergency. The College’s decision to release information that is covered by a FERPA exception is discretionary with the College. Regis College will also release information in compliance with a judicial order or lawfully issued subpoena. In most cases the College will make a reasonable attempt to notify the student of the order or subpoena in advance of compliance at the student’s last known address.
A “school official” is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

The College also responds to requests for information pursuant to applicable Federal Laws.

Disclosure of Education Records with the Student’s Consent

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

Directory Information

At its discretion the College may provide Directory Information in accordance with the provisions of FERPA to include: Name, Local Address, Permanent Address, Name of Parent(s)/Guardian(s), Local Phone Number, Dates of Attendance, Degrees Earned, Dates of Degrees, Awards/Honors/Scholarships, Majors, Minors, Sports and Activities, Height and Weight of Members of Athletic Teams, Advisor, and Computer User Name. It should be known that it is the College’s choice to release information, and careful consideration is given to all requests to insure that the information is not released indiscriminately. A student may withhold all Directory Information by notifying the Registrar’s Office in writing.

Requests for non-disclosure will be honored by the College until the Center for Student Services is notified in writing by the student to remove the action.

Review Process

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

Restricted Information

As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the College will permit access only to the part of the record which pertains to the inquiring student.

The College is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1978, 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 who, within a reasonable period of time after receiving such a request, will inform the student of the date, place, and time of the hearing. At the hearing, the student may present evidence relevant to the issues raised and may be assisted or represented by a person of the student’s choice. The hearing panel that will adjudicate such challenges will be composed of three members appointed by the Center for Student Services as follows:

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

No member of the hearing panel may have a direct interest in the outcome of the hearing.

Recommendations of the hearing panel will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the recommendation, and will be submitted to Director of the Center for Student Services, who will make the final decision. The education records will be corrected or amended in accordance with the recommendations of the hearing panel if the decisions are in favor of the student.

If the decision is unsatisfactory to the student, the student may place with the education record statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as a part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605, if the student believes that the College has violated the student’s right under the Family Education Rights and Privacy Act. Revisions, clarifications, and changes may be made in this policy at any time and without prior notice. Additionally, the Family Policy Compliance Office (FPCO) may, on its own initiative, investigate a potential FERPA violation “when no complaint has been filed or a complaint has been withdrawn.” Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)
Annual Notification
Students will be notified of their FERPA rights annually by publication in the Student Handbook.
Please contact the Center for Student Services at 781-768-7280 or visit CH 221.

Summer School or Other Non-Regis Courses
Students may attend summer school or regular sessions at an approved and accredited college or university for personal enrichment, to remove deficiencies, to strengthen an area needing improvement, or to take courses unavailable at Regis College because of scheduling conflicts. To be considered for transfer, the course must be a three- or four-credit-hour course. The course must be pre-approved by the undergraduate student’s faculty advisor and program coordinator, and the student must complete and file a form in the Center for Student Services. Graduate students must contact the graduate program director regarding approval for any non-Regis course and must also file the required form with the Registrar. Ordinarily, no more than two undergraduate courses per summer session can be taken for degree credit. Without special permission, undergraduate students may not take major courses elsewhere. No undergraduate course will be considered for transfer unless the student has achieved a course grade of C or better. No graduate course will be considered for transfer unless the student has achieved a course grade of B- or better.

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

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

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

Procedures, Requirements & Deadlines
Regis College seeks students committed to developing their academic ability, personal goals, and leadership skills. The focus of the Regis College experience is the total development of the person. The candidate’s secondary school record (including grades, level of courses over the four years, and class standing) or GED score report, essay, letters of recommendation, and SAT I or American College Testing Assessment (ACT) scores are carefully reviewed. An interview with an admission representative is highly recommended.

Consideration is given to candidates whose educational background varies from the above preparation. Regis College welcomes applicants for admission without regard to race, color, religious affiliation, national or ethnic origin, or learning or physical disability.

Undergraduate students are considered for admission in September and January. All undergraduate candidates for admission will be evaluated through the rolling admission process and reviewed on an individual basis. Priority will be given to applications filed by February 15 for the fall semester and November 15 for the spring semester. Completed applications will receive a decision letter within three weeks. Applications received after the priority deadline will be considered only when space is available. Admitted students should submit a non-refundable enrollment deposit by the Candidate’s Reply date of May 1; or by 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.

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
The majority of first-year students entering Regis College have graduated from an accredited secondary school. The following credentials are recommended:

- **English** 4 years
- **Mathematics** 3 years (Algebra I, II, and Geometry)
- **Foreign Language** 2 years (same language)
- **Social Science** 2 years
- **Natural Science** 2 years (one with a laboratory)
- **Electives** 3 or 4

*Please note students interested in being considered for nursing should complete four years of mathematics and natural science.*

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.

**Early Action**

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

**First-Year Regular Decision Admission**

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

**Transfer Applicants & Policy**

Regis College encourages transfer students to apply for admission and welcomes the diversity that transfer students bring to the College. Courses related to a liberal arts and sciences degree may be applied to the Regis College bachelor’s degree.

Transfer credits are evaluated individually and awarded for courses that are similar in content and depth to those offered at Regis College. Every attempt is made to transfer the maximum number of credits earned prior to a student’s admission to the College. The number of courses that apply to a particular program determine the number of credits and courses that need to be taken at Regis College. All conventional undergraduate students must enroll in 16 Regis College courses (for the class of 2012) or 54 Regis College credits (for the classes of 2013 and beyond), the majority of which should be taken during the final two years of Regis enrollment.

Adult Learners (23 years of age or older with prior college experience) must enroll in 12 Regis College courses (for the class of 2012) or 36 Regis College credits (for the classes of 2013 and beyond), 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 Vice President of Academic Affairs. The review of the appeal shall be based on course descriptions, outlines, objectives, learning outcomes and/or other relevant information.
- Students must complete the minimum number of Regis College courses or credits (described above) to be awarded a bachelor’s degree.

**Undergraduate Application Checklist**

All undergraduate prospective students should submit*:

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

**First-Year Students**

- Official high school transcript and/or GED score report
- First-quarter senior grades/midterm grades
- Official SAT or ACT results. TOEFL scores may be requested if the student’s native language is not English.
- Two letters of recommendation (one from a secondary school counselor; one from a teacher)

**Transfer Students**

- An official high school transcript or General Equivalency Diploma (GED)
- Official college transcript(s) from all colleges previously attended
- Official SAT or ACT results (for students who graduated high school less than 3 years ago)
- Letter of recommendation from college professor or employer
- Completed midterm grade report of courses in progress
- Course description of each class completed or college academic catalog
- Personal statement explaining your reasons for transferring

*Please note students interested in being considered for nursing should complete four years of mathematics and natural science.*
International Students
Regis College welcomes applications from students of all countries. Admission procedures and deadlines are generally the same as those listed for First-Year and Transfer applicants.

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

- An official or certified copy of their secondary school and/or college/university transcript with English translation, when necessary, and a grade scoring report. International students in need of having their Official Transcripts translated are recommended to submit their information to Center for Educational Documentation, PO Box 170116, Boston, MA 02117, Tel. 617.338.7171, Fax. 617.338.7101, Website: www.cedevaluations.com/, or by an agency approved by the American Council on Education.
- A Test of English as a Foreign Language (TOEFL) score report or SAT Reasoning or American College Testing Assessment (ACT) score. In lieu of the SAT Reasoning, international students whose native language is not English are required to take and provide scores from a standardized test which assesses their English language proficiency. The minimal TOEFL scores are 79 (IBT)/213 (CBT) or 550 (PBT).
- International applicants must also submit a completed Financial Declaration Form with an official bank statement that demonstrates evidence of ability to finance their education.

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

Upon acceptance, international students are issued an I-20 information form. Upon receiving an international student’s enrollment deposit, with completed I-20 information form, the applicant will be issued an I-20 Form, which should be taken to the United States consulate or Embassy Office to obtain a 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.

International Baccalaureate
Credit for courses taken during the International Baccalaureate program may or may not count towards the requirement of the major, depending upon a particular program’s policy.

Advanced Placement
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.

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, as well as those undergraduate students seeking to re-enroll at Regis College, 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.
Campus Visits
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, Overnights, individual interviews, and student-led campus tours. Prospective students are invited to spend the day on campus, attend classes, and tour the campus. The Office of 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.

Financial Aid
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 66 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_payment_plan.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 that returning students file the FAFSA by April 15 (see FAFSA online at www.fafsa.ed.gov).
Regis College is an active participant in all veteran’s educational reimbursement programs. For the Yellow Ribbon (post 9/11 GI Bill) program, Regis contributes $9,000 toward tuition. This $9,000 is matched by the Veteran’s Administration. Additional off-campus housing and textbook benefits are provided under the Yellow Ribbon Program.

**Full-Time First-Year and Transfer Students**

All first-year and transfer students must be accepted for admission before a determination of eligibility for assistance will be made. Students should begin the financial aid application process early, regardless of whether a decision has been made regarding their acceptance to the College. In addition to the FAFSA, all first-year and transfer students must complete the Regis College Application for Financial Aid. This form is part of the Office of Admission’s application packet and is available on the Regis College Website at www.regiscollege.edu. First-year and transfer students are initially sent a “tentative” award based solely on the FAFSA. All financial aid recipients must submit supporting documentation before an award will be considered as verified. Further instructions are sent with the initial award.

**Returning Students**

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

**Part-Time Students**

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

**Federal Verification**

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

**Types of Financial Aid**

**Regis College Merit Scholarships**

Merit Scholarships are awarded to entering full-time, first-year and transfer students on the basis of academic achievement. Several scholarship levels exist to recognize student achievement, including: CSJ Founder’s Scholarship, Trustee’s Scholarship, Anniversary Scholarship, Presidential Scholars. The designation of a Merit Scholarship remains in effect for up to four years of undergraduate study, provided the student maintains the minimum renewal requirements. Eligibility for Merit Scholarships is limited to a maximum of eight semesters of undergraduate enrollment if the scholarship is awarded to a new, first-year student. If awarded to a transfer student, eligibility is dependent upon the class year at the time of admission (e.g., a transfer student admitted as a sophomore would be limited to 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.
**FINANCIAL INFORMATION**

**for undergraduate students**

Tuition, Fees, and Other Charges*

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

Contact the Bursar’s Office directly at 781-768-7206 for updated information and a complete list of tuition, fees, and other charges. The Bursar’s Office may also be reached by e-mail: student.accounts@regiscollege.edu. All tuition, fees, and other charges are reviewed annually by the College Trustees, who reserve the right to change them at any time. Tuition, fees, and other charges do not include costs for textbooks, supplies, personal items, and transportation, which will vary depending upon each student’s personal needs. All application fees, deposits, and registration fees are nonrefundable. Special fees such as those for laboratory technology, science, art, and photography are refundable only if a student withdraws before classes begin.

Billing Policies and Procedures

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

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

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

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

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*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.

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**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.

<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>
</tr>
</tbody>
</table>

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**Payment Policies and Procedures**

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

- **Online for credit card and electronic transfers**
  - 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**
  - 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 anytime on Regis Access.
  - Students assume the full responsibility for payment of their account with Regis College and for any and all cost incurred by the College to collect payments; including late fees, collection costs and legal fees.

**Fees:**

- **Late Fee:** All accounts not settled by each semester’s billing due date may be assessed a $100 per month late payment fee. Additional monthly late payment charges may be assessed. Graduation Fee: A mandatory $200 graduation fee will be charged to all graduating students. Technology Fee: For some students a technology fee may apply.

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Withdrawals
A student who is withdrawing from the College must complete a Withdrawal Form which may be obtained from the Registrar’s Office. It is the student’s responsibility to obtain the necessary authorized signatures in order to ensure that all academic and financial matters are settled before the student leaves. Refunds will be delayed for any student who has not properly withdrawn. A student is responsible for any charges due to the College that have not been paid at the time of withdrawal. Any refund scheduled to be returned to a student will first be applied to unpaid institutional charges, if any.

Payment Plans
Students who are unable to pay all required tuition and fees at one time are encouraged to investigate the monthly budget payment plan option. A monthly installment payment plan is offered by Regis College through Sallie Mae Tuition Payment Plan, Swansea, MA, 800-635-0120. The company may also be reached on its website at www.tuitionpay.salliemae.com. The amount budgeted may be paid in ten monthly installments for full-time students (payments commencing June 1) and in four or five monthly installments per semester for part-time students. There are nominal annual or per-semester application fees for the plan. There are no interest or other finance charges.

Tuition Pay budget plans terminated for non-payment may result in the assessment of late payment charges by the College.

Statement of Account
For the convenience of students, financial aid which has been tentatively awarded by the Office of Financial Aid is shown in an Estimated Aid section of the Statement of Account and is deducted from the balance due on the presumption that the amount listed will be received in due course by the College. If the student was awarded financial aid and it does not appear on the bill, this means the aid has not been completely processed and cannot be officially applied to the bill. In that instance, the bill may be subject to an assessment of late payment charges if not resolved in a timely manner. The student should immediately contact the Office of Financial Aid to determine the status of aid awarded should it not appear on the Statement of Account. Federal Work Study or Institutional work awards are wages to be earned at a future date and do not appear on the student bill.

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

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to the College. Federal Stafford Loans, for example, are subject to fees of 1 to 3 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans. Federal Work-Study is awarded to qualified students to assist them in paying for books, supplies, and for personal expenses. On-campus work provides students with an opportunity to save money for future tuition bills. Federal Work-Study and Institutional work-funds are paid directly to the student and therefore may not be subtracted from the bill. Students who expect to receive financial aid or loans from any source, including the College, should begin their application process well in advance of the beginning of the academic year.

Outside Scholarships/Awards
Students who have been awarded an outside scholarship may deduct it from the bill only if they furnish the Bursar’s Office and the Office of Financial Aid with a copy of the notification of award prior to the billing due date. A credit will not appear on the bill until such scholarships/awards are actually received by the College.

If an outside organization requires a Statement of Account from the College or verification of enrollment, the student must furnish the Bursar’s Office with the necessary authorization form as soon as possible prior to the billing due date.

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

Health Insurance
Massachusetts law requires undergraduate students taking nine (9) credits or more to either demonstrate proof of comparable health insurance coverage or purchase a qualifying student health insurance plan. In order to assure that ALL Regis College students are properly insured to meet the state law, all students are initially charged on their student account for the cost of the Harvard Pilgrim Health Care Student Injury and Sickness Insurance Plan. It is then your choice whether to enroll in this insurance plan or waive the insurance and remain on your family or individual plan. Once enrolled in the Plan and the fee charged, it will not be removed from a student’s account. The enrollment/waiver period will be July to September. To waive this insurance, go to https://studentcenter.uhrs.com/regis. To enroll in this plan, you must also go on-line to https://studentcenter.uhrs.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>A+</td>
<td>3.3</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>NP</td>
<td>No pass (Failure)</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>W</td>
<td>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, 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. Determination and authority for dismissal from the major lie within each department.

Academic Progression

Class standing is determined as follows:

* to be eligible to enter the sophomore year, students must have successfully completed a minimum of 57 credits;
* to be eligible to enter the junior year, students must have successfully completed a minimum of 60 credits;
* to be eligible to enter the senior year, students must have successfully completed a minimum of 90 credits.

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

Courses Bearing Institutional Credit

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

Academic Standing

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

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

1. Maintain a per semester and cumulative GPA of 2.00.
   * First-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. Successfully 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 Associate Dean of Academic Support Services and with their Academic 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 Associate Dean of Academic Support Services and with their Academic Advisor in order to regain Good Academic Standing at the end of the probationary period. Intersession or Summer Session courses may be taken in order to make up deficiencies (e.g., catch up on credits, and/or repeat a course with an unsatisfactory grade), but prior approval by both the Associate Dean of Academic Support Services and the Academic Advisor is required. Students who satisfactorily earn the appropriate credits to be taken off Probation are responsible for filing their requests with the Associate Dean of Academic Support Services prior to the end of the first week of classes in the semester immediately following the make-up session.

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

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

Up or Out Probation (Level 2)
Students who fail to fulfill the requirements of a previous semester’s plan of study (as developed with the Associate Dean of Academic Support Services) or whose academic records are severely below acceptable standards, will be placed on Up or Out Probation. In addition to the conditions outlined under the Level 1 Probation (above), students on Up or Out Probation must earn no grade lower than a C in any three- or four-credit course taken and may only ascend to (Level 1) Probation following Intersession or Summer Session course completion. Students on the Up or Out level who do not maintain a minimum of 2.00 semester GPA, or who do not raise their cumulative GPA to a minimum of 2.00, will be placed on a Mandatory Leave of Absence (MLOA) for a minimum of one full academic semester.

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 Associate Dean of Academic Support Services and with their Academic 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 Associate Dean of Academic Support Services) for re-admittance to Regis College. All petitions must be in writing.

Leave of Absence
Students may request a one- or two-semester leave of absence. Such requests should be addressed in writing to the Associate Dean of Academic Support Services. Students interested in formally requesting a leave of absence must schedule conferences with the Associate Dean of Academic Support Services and their Academic Advisor.
ACADEMIC ADVISING &

student success

services

The advising system at Regis College is designed to provide each student with individualized counseling, both in setting goals and in devising plans for using curriculum to achieve these goals. Student Success Center personnel also assist students in finding ways to enhance their strengths and address their areas of academic concern.

Student Success Center

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

- The Writing Center—Professional Writing Tutor and Peer Writing Assistants
- Smarthinking Online Tutoring Services
- Professional Math tutors
- Peer Tutors and Peer Mentors (for undergraduate students only)
- Mini-Versity Academic Skills Workshop
- Director of Student Disability Services
- Learning Specialist
- International Student Advisor

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

- Peer Tutoring Program/Study Skills Assistance—Peer tutoring is available at no charge to undergraduate Regis College students. Tutor matches are arranged under the auspices of the Student Success Center.
- Peer Writing Assistance Program—The Writing Center is a writer’s workshop, a place where students may sit down with a peer writing assistant to get responses to and guidance about their writing. Sessions with a professional writing tutor or peer assistant are available by appointment at no charge.
- Peer Mentoring Program—This program provides an opportunity for academically outstanding students interested in teaching/assisting others. In collaboration with course instructors, these students offer such services as weekly supplemental meetings in selected courses.
- Supplemental Instruction—SMARTTHINKING, an online tutoring program, is available 24 hours a day to all Regis students.

* 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.
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.

Help Desk assistance is available in person at CH 131, by telephone at x7177, by e-mail at helpdesk@regiscollege.edu, or via our web-based helpdesk request application. ITS staff and trained student consultants are also available to assist lab users with technology questions.

The Pearl Nelson Education Resource Center
The Pearl Nelson Education Resource Center, located on the third floor of the library, is an integral part of the Regis College teacher preparation program. It offers a totality of services focused on the best utilization of resources to facilitate, support, and improve the teaching process. The Resource Center offers easy access to a wide variety of resources and equipment. These resources include books, instructional periodicals, computer software, kits, teaching games, primary source kits, cassettes, videos, DVDs, and files of tests, catalogs, and curriculum materials. Equipment includes an on-line catalog, five computers, laser printer, a Smartboard, scanner, binder, tape recorders, digital camera, laminator, VCR/DVD players, and camcorder. The Center also includes assistive technology and software for the instruction of students 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.

Nursing Clinical Resource and Simulation Center
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.

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

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- **PSI CHI**, national honor society in Psychology
- **SIGMA TAU DELTA**, international honor society in English
SPECIAL UNDERGRADUATE programs & opportunities

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 coursework in fields of study unavailable at Regis College. To pursue this possibility, the student should contact the Associate Dean, Academic Support Services. 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 (409-410B) 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**
  Internships offer students opportunities to apply classroom learning to the world of work while receiving academic credit. Through internships, student can examine and clarify their own career-related interests, abilities, and values in a variety of fields. Under the direction of experienced professionals, student interns observe and participate in practical work settings. A faculty member serves as an advisor to each student who undertakes an internship. See the Director of Internships and Career Services for appropriate forms.

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

Regis College juniors and seniors are eligible to complete internships for academic credit during academic semesters and the summer. Students interested in pursuing internships should consult their departmental advisors and the Director of Internships and Career Services.

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

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

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

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

These include:
- comprehension and expression in words, both oral and written
- critical understanding of the human institutions and values with which the law deals
- creative power in thinking and problem solving
**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 the Health Professional 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 Student Exchange Coordinator.

**Study Abroad**

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

**Washington Semester**

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

**Policy on the Integration of Graduate Courses and Undergraduate Degree Requirements**

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

**Procedures and Student Qualifications**

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 two courses in any 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).
The development of the whole person and commitment to leadership and service are Regis College hallmarks. Throughout their Regis experience, students are encouraged and challenged to grow intellectually, socially, spiritually, physically, emotionally, and occupationally. This development, learning, and growth occur both inside and outside the classroom, including in the residential setting. Each student is provided the opportunity, as well as the responsibility, to become involved in a variety of campus activities, co-curricular programs, athletic teams, community service, and leadership opportunities that are a vital part of the Regis learning experience.

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

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

Community Life Staff
Living on campus at Regis College provides an opportunity to experience a world that is both challenging and rewarding. The Community Life Staff is dedicated to being helpful and supportive. If a resident has any questions about his/her room, roommate, the rules and regulations, the community or the College itself, the Community Life Staff is a great place to start finding the answers. The guidance for the College’s Community Life Program comes from the Assistant Dean of Students/Chief Judicial Officer, whose office is located in Alumnae Hall, Room 126. This office’s responsibilities include staff selection and training, counseling, program planning, and all general housing concerns. The Assistant Dean of Students/Chief Judicial Officer, the Director of Housing, and the Community Life Staff strive to make students’ on-campus living experience as fulfilling and enjoyable as possible.

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

As members of the Community Life Staff, Resident Assistants (RAs) are the first, and often best, individuals to turn to with a question. An RA lives on each floor or wing and is available to discuss personal and interpersonal conflicts, to refer students to resource persons, to help develop residence hall programs and to work closely with the Resident Director in the administration of the residence hall. RAs are also on duty to address problems when the administrative offices are closed.

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

Campus Ministry
The Office of Campus Ministry at Regis College works to foster and develop the spiritual life of students, faculty, and staff. While preserving the rich Catholic heritage of the College, Campus Ministry seeks to provide opportunities for persons of all faiths to grow spiritually. The Campus Ministry team works to build community through a wide variety of leadership, worship, service, and other spiritual opportunities designed to highlight the values of the Sisters of St. Joseph and celebrate the College’s history and commitment to diversity.

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.

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.
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 122 or call 781-768-7049.
AAA (Asian American Association)
BSO (Black Student Organization)
CAB (Campus Activities Board)
Campus Ministry
Christian Greek Orthodox Organization
Class Officers
Commuter Association
CVSA (Cape Verdean Student Association)
Dance Company
Dynasty Step Squad
Education Club
Glee Club
GNSO (Graduate Nursing Student Organization)
Gospel Choir
GSA (Gay-Straight Alliance)
HASO (Haitian American Student Organization)
Hemetera Literary Magazine
Instrumental Ensemble
LASO (Latin American Student Organization)
Mount Regis (Yearbook)
Orientation Staff
PaGE (Politics and Global Events)
Psychology Club
Red Cross Club
Regis College Theatre Company
RHA (Residence Hall Association)
SAAC (Student Athlete Advisory Committee)
Science Club
SGA (Student Government Association)
SNA (Student Nurse Association)
Tower Society (Student Ambassador Program)
WRGS (College Radio Station)
Campus Network
The campus network provides access to campus applications and the Internet through both wired and wireless connectivity. Regis provides an extensive and robust wireless network for the campus. To support the Regis Technology Innovation Program (rTIP) mobile initiative and accommodate the growing number of Wi-Fi devices on campus, Regis has expanded the wireless network by installing campus-wide wireless service to over 621,000 square feet of campus building space. The ubiquitous wireless coverage provides full wireless coverage across campus, including all classrooms and learning spaces. Exterior wireless service is provided to further enhance the “classroom without walls.” To facilitate collaboration between students and faculty, students are required to login to the Regis Secure network. Students using personal computers, smartphones and devices to access the Regis network (wireless and wired) must utilize anti-virus, firewall and anti-spyware software to protect their computers and devices as well as campus technology resources.
Faculty, staff and students are responsible for reading and adhering to the College’s Technology Ethics and Privacy Agreement posted at www.regiscollege.edu/administration/ethics_privacy_agreement.cfm. Use of College technology accounts constitutes acceptance of the terms of the Technology Agreement.

Athletic Programs
The Athletic Department sponsors intercollegiate teams for both men and women.
Men’s Intercollegiate Varsity Teams
- Basketball
- Lacrosse
- Soccer
- Swimming and Diving
- Tennis
- Track and Field (Indoor)
- Track and Field (Outdoor)
- Volleyball
Women’s Intercollegiate Varsity Teams
- Basketball
- 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, Patriot Lacrosse League, 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, floor hockey, tennis, swimming, and volleyball. For those interested in less competitive activity, the...
Associate Degree Requirements

In partnership with Lawrence Memorial Hospital, Regis College awards an Associate of Science degree in Radiography and in Nursing. 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 Associate Dean of Undergraduate Academic Affairs to take more than five 3- or 4-credit courses in any one semester.

Three health and fitness courses, each equivalent to one credit hour, may be counted toward the degree.

The Major

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

- Biochemistry
- Biology
- Business Management
- Communication, with concentrations in Cinema Studies, Graphic Design, Interpersonal and Organizational Studies, Journalism and Media Studies, and Public Relations
- English, with Education, Writing, and Drama concentrations
- Health and Fitness Studies, with tracks in Sports Management, Nutrition, and Exercise Science
• History, with concentrations in Heritage Studies, Public Heritage, and Heritage and Community Education
• International Relations
• Law and Government
• Liberal Studies
• Mathematics Education
• Medical Imaging, with tracks in Nuclear Medicine Technology & Degree Completion Program (for certified technologists)
• Nursing
• Political Science
• Psychology
• Public Health
• Radiography
• Social Work
• Sociology
• Spanish

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

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

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

Effective with the Class of 2014, students must fulfill requirements in the following areas:

HERITAGE AND FOUNDATION

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

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

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

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

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

RELIGIOUS STUDIES: by completing 3 credit hours in one of the following courses: ID 222, RS 102, RS 107, RS 201, RS 202, RS 206, RS 208, RS 211, RS 215, RS 216, RS 280 or RS 309.

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

CONTEMPORARY WORLD AND SELF

EXPRESSION ARTS: by completing 3 credit hours in one of the following courses: AH 201, AH 304, AH 306, AH 313, AR 221, AR 222, AR 337, CO 208, CO 221, CO 222, CO 240, DA 201, DA 204, EN 209A, EN 210, GD 241; GD 347, two consecutive semesters of Chamber Singers (MU 320, MU 321), three semesters of Glee Club (MU 315, MU 316), three semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, TH 201, TH 203, TH 207, TH 208, TH 306, TH 308.+

HISTORY: by completing 3 credit hours in one of the following courses: HI 106, HI 107, HI 203, HI 209, HI 301, HI 307, HI 354, or MS 201.+

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

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

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

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

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

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

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

Students pursuing the Bachelor of Science in Nursing choose between a course in History and a course in Literature.

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

APPLICATION AND INTEGRATION

Core Capstone Experience (1 credit hour)

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

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

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

Minors are currently offered in the following disciplines:

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<th>American Politics</th>
<th>Information Technology</th>
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<tr>
<td>Art History</td>
<td>International Relations</td>
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<td>Business Management</td>
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<td>Chemistry</td>
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<td>Cinema Studies</td>
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<td>Communication</td>
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<td>Comparative Politics</td>
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<td>Educational Theatre</td>
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<td>Fine Arts</td>
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<td>Graphic Design</td>
<td>Women’s Studies</td>
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<td>History</td>
<td>Writing</td>
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Admission for Adult Learners

Regis offers rolling admission for the Continuing Education Program. Applications for admission are reviewed once the application is complete. Students are notified of the decision within two weeks of receipt of the completed application. All prospective students with a high school diploma or its equivalent are eligible to apply for admission to a baccalaureate program. Regis offers specialized advising and assists each student to plan their studies so that they may achieve their degree goals in an educationally engaging and timely manner.

A student applying for admission to the Continuing Education Program should submit the following materials:

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

Acceptance to the Continuing Education Program rests with the Associate Dean of Graduate Academic Affairs. The academic potential of each applicant is considered, and those judged to show promise of academic success are admitted.

Non-degree seeking students may register for most of Regis’ course offerings as long as they have met any pre-requisite requirements. To register please call 781-768-7330.
Financial Aid
Matriculated Continuing Education students may be eligible for financial aid. Those who are enrolled in a:
- Minimum of six credits (two courses) per semester are eligible to apply for a Federal Direct Loan, Federal Work-Study, and the Federal Perkins Loan.
- Minimum of three credits (one course) are eligible to apply for a Federal Pell Grant.
- Minimum of three credits (one course) are eligible to apply for Regis institutional aid in the form of the Hannah C. Bradley Scholarship.

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

Summer Programs
Regis College offers a wide range of courses during the academic summer sessions. Courses meet during the day and in the evening to provide the opportunity for Regis College students, as well as students from other colleges, to supplement their regular academic programs. Summer sessions also provide individuals with an opportunity to take courses for personal enrichment or career advancement.

For more information about the Continuing Education Program contact the Department of Graduate and Professional Programs at 781-768-7330 or graduatedepartment@regiscollege.edu

Lifelong Learning at Regis College (LLARC)
Lifelong Learning at Regis College is an intellectually enriching program providing non-degree educational opportunities, social interaction, and integration with the Regis College community. LLARC involves no tests, term papers, credits, nor any previous college experience. LLARC was established in 2005 and now serves a membership of 400 men and women from fifty towns in the Metro West area. Many members participate in its governance through volunteer service as planners, instructors, organizational officers, and committee members. LLARC currently operates in two ten-week semesters, in the fall and spring as well as a four-week program in mid-winter. The program is chiefly organized as peer study groups on a wide variety of topics proposed by the members. Most study groups use a seminar format, emphasizing discussion, usually with preparatory reading. Additionally, the entire membership is invited to attend informal noon time lectures over a brown-bag lunch.

Information about upcoming programs can be found on the LLARC section of the College Website at www.regiscollege.edu/LLARC.
For more information about LLARC, contact LLARC@regiscollege.edu or call 781-768-7135.

Transfer Courses
Regis College welcomes transfer students. Transfer students add to the diversity of the College community and are encouraged to apply for admission. Courses related to a liberal arts and sciences degree may be applied to the Regis College bachelor’s degree.

Non-degree (ND) Students
Non-degree students are non-matriculating students who do not wish to become candidates for a degree program. Students may enroll in individual classes for personal or professional enrichment. ND students who intend to become degree candidates should declare their intention so that they may be properly advised.
Courses on the lower level (100-299) are planned primarily for first- and second-year students. Upper-level courses (300-410) are more advanced and are intended for juniors and seniors. These distinctions are not rigid. Properly qualified students may take courses marked for the upper level, and under certain circumstances, students in the upper level may elect lower-level courses. However, once a student has successfully completed a course at a higher level in a sequence, the student may not subsequently enroll in a course at a lower level in that sequence. For example, a student cannot take Math 101 after having successfully completed Math 102. Similarly, a student may not take Spanish 101 or 102 after Spanish 201.

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

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

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

ART
- Steven Belcher, Program Coordinator

Fields of study available are minors in Art History, Fine Arts, Graphic Design, and a concentration in Graphic Design for students majoring in Communication.

MINORS

ART HISTORY

- Required for the Minor
  AH 201, AH 304, AH 306

- Elective Courses
  Select at least three from: AH 303, AH 307, AH 313, up to one Music History course from MU 306, 307, 308, 318, or 333 and/or up to one Film course from CO 207, or SP 314 or one Theatre course TH 216.

FINE ARTS

- 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.

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.

ART HISTORY

- AH 201 Introduction to Art History
  This introductory course is a survey of the relationships between painting, sculpture, and architecture and the societies that produced them from the dawn of civilization to the Renaissance.

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

ART STUDIOS

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

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

- AR 310 Life Studio: Human Figure
  This course is a focused study of anatomical and artistic expression. Prerequisite: AR 221.
COURSE DESCRIPTIONS

AR 315 Advanced Drawing for Illustration
Through a wide range of projects, the student will develop the skills required for the profession of illustrator in the creation of images to inform, instruct, immerse 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 on developing a working understanding of the interdependent nature of the relationships 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 materials. Projects enable students to resolve the more advanced problems of pictorial structure and organization and to arrive at a keener appreciation of the aesthetic. Prerequisite: AR 221.

AR 333 Watercolor Painting
Fundamentals of this medium are taught through a series of exercises on wet-on-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 provided and introduces printmakers from Düer 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 the role of the illustrator/artist in the creation of graphic communication and on developing a working understanding of the interdependent nature of the relationship between the image drawn and the techniques used to reproduce it graphically. Prerequisite: AR 221 or with permission.

Undergraduate
Bi 104 Introductory Biology/Lab II
This course will cover evolution, ecology, plant biology, systems, 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 includes the biological characteristics of microbes, antimicrobial methods, and concepts of immunity, diagnosis, and treatment and prevention of infection. The laboratory experience familiarizes the student with microbiological methodology and aseptic technique.

Bi 203 Human Biology
A study of the structural and functional relationships of human organisms. Emphasis will be placed on both the normal and abnormal functioning of each system.

Bi 209 Introductory Microbiology/Lab
This course provides the student of biological sciences with an introduction to microbiology, and some of its applications. The major topics are: structure, function, taxonomy, and growth of prokaryotes and eukaryotes; microbial metabolism; prokaryotic genetics; viruses; the role of microbes in disease; and host defenses; and microbial ecology. The laboratory will study the practice and principles of microbial analysis, characterization and identification. Prerequisite: BI 103.

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

Bi 211 Pathophysiology and Nutritional Therapy
This course examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; injury and metabolic stress; and reparative, protective, and adaptive functions in respiratory, cardiovascular, gastroenterologic, urologic, dermatologic, gynecologic, immunologic, enteral, central, and endocrine systems. Also includes risk factors and pharmacological adaptation to various disease conditions. Emphasizes medical nutrition therapy and clinical disease. Prerequisites: BI 105 and 106, NU 105, CH 101 and 102. A grade of C- or above must be earned in all prerequisites.

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 and subcellular levels through community and ecosystem levels, embracing an integrative, evolutionary approach. Specific topics include speciation, population genetics/dynamics, metapopulation analysis, evolutionary & community ecology, plant ecology, and/or animal ecology. Prerequisites: BI 105 and BI 209. A grade of C- or above must be earned in all prerequisites.

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. Procedures learned in the laboratory portion provide background experience for further studies in fields such as genetic engineering, cloning, and other biological topics. Prerequisite: BI 210.

Bi 308 Developmental Biology
An analysis of development with emphasis on molecular and cellular interactions during developmental processes. Prerequisite: BI 210.

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

Bi 315 Virology
This course will provide the student with detailed knowledge of the biology and genetics of viruses. Students will undertake a classification survey of RNA and DNA viruses. The association of each virus with its host cell will be investigated. This investigation will be used to understand the nature of the viral infectious diseases, treatments for viral infections, vaccinations, and the use of the virus as a tool in gene therapy. Basic lab techniques for tissue culture, necessary for the propagation of viruses, will be demonstrated. Prerequisites: BI 209 and BI 307.

Bi 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 the student an in-depth experience in experimental design and techniques. Co/Prerequisite: BI 307.

Bi 324 Environmental Biology: Principles, Practice, and Policy
This course provides the scientific basis for understanding how environmental systems work, and explores the relationship between humans and the environment utilizing an interdisciplinary approach. Topics include: population and community level ecology, ecosystems, maintaining biodiversity and the ecological impacts of changing land use and management of natural resources; global environmental problems such as energy resources, pollution, overpopulation, deforestation and loss of biodiversity, climate change, environmental economics, law, and public policy. Prerequisites: BI 104 and BI 210. BI 210 may be taken concurrently.

Bi 326 Environmental Microbiology
This course will provide an understanding of the impact that microorganisms have on the environment. From a brief history of Microbial Evolution to the Interactions that Microbes have with 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: Biology 209 or 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 social sciences such as 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: Biomedical 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 course description see INTERDISCIPLINARY COURSES
BROUGHT TO YOU BY AI LITERACY AS PART OF THE ARTIFICIAL INTELLIGENCE LEARNER SUPPORT PROGRAM

BUSINESS MANAGEMENT
(FORMERLY MANAGEMENT AND LEADERSHIP)

- James Lane, Department Chair
- Robert Gallagher
- John Mollica
- Edward Mulholland

MAJOR
The Business Management major for undergraduates is offered in a conventional semester and degree format. Economics is offered as a minor (collateral) area to Business Management studies, as well as concentrations in both Accounting and Administration.

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

In addition to the major field, management majors will be required to complete one of the following options:
1. a sequence of four to six courses in another discipline
2. a co-major in another discipline
3. a minor in another discipline

MINORS

BUSINESS MANAGEMENT

Required for the Minor
MT 203, 204, 209

Elective Courses
Select three from MT 206, 210, 220, 230, 270, 321, 322, 340, 350, 410C.

CONCENTRATIONS

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

Accounting: comprised of a five-course sequence of MT 209, MT210, MT250, MT272, and MT361. These courses are in addition to the required two (2) electives.

Administration: a five-course sequence comprised of MT220, MT321, MT322, and two other approved electives. These courses are in addition to the required two (2) electives.

COURSE DESCRIPTIONS

MT 203 Introduction to Leadership/Management
By investigating leadership and management through the study of literature, history, and other disciplines, students will gain a broad perspective of the important people, events, and issues that influence our view of leading others. This course has a service learning component in the form of a team change project at a nonprofit organization. Student-teacher dialogue and analysis are essential parts of the learning process. Students learn about complementary leadership behavior and test their own leadership skills in a major team project focusing on change within the college community.

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

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

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

MT 210 Managerial Accounting
Focuses on the internal use of accounting data for planning, decision-making, and control activities in a business. Provides an introduction to managerial cost-volume-profit analysis, cost/benefit analysis, operational budgeting, and performance measurement. Prerequisite: MT 209.

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

MT 230 Quantitative Methods of Management
Students will gain an understanding of how statistical methods relate to managerial decision-making in accounting, finance, marketing, and economic forecasting. Each method will be illustrated with an application using actual data from business sources and topics will be supplemented with examples from business and government.

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

MT 270 The Creation of New Business: The Role of Entrepreneurs and Small Business Founders
The creation of small business is the fastest growing part of the U.S. economy. New ideas for products and service in transportation, entertainment, financial and education services come from women and men who tend to value autonomy, are comfortable with risk, and possess a drive for achievement. Entrepreneurs need skill in planning, operations, leadership, and market strategy. Students will learn planning, forecasting, market research, and financial analysis as they apply to new business ventures. Recommended to have MT 203 and 209, but not required.

MT 272 Business Applications
This course will center around the business use of the popular spreadsheet and database applications, Microsoft Excel and Access, respectively. Additional focus will be devoted to the import/export and linking of files between the applications, integration with other MS Office applications, and conversion to files that may be posted externally for intranet and/or internet access.

MT 320 Human Resource Management
Study of leadership and organizational health concepts with an emphasis on planning and assessment of human resource requirements including recruitment, training, and development activities. The matching of individual career needs with organizational health. Prerequisites: MT 209, 210.

MT 321 Marketing Principles
Introduction to the marketing system in business including price and product management, promotion, and distribution. The use of advertising, planning, personal selling, and market research will be explored.

MT 340 Financial Management
This course is intended to provide the student with an introduction to the basic concepts and practices of financial planning and analysis. The course will build on the concepts of decision-making introduced in 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, 210.

MT 350-01 Organization Environ. & Ethics
An examination of the climate and culture of organizations contributing to the operational framework of individual and group decision-making. The student examines ethical frameworks for individual and organizational decision-making based on self-assessment of values and beliefs. Issues of classical and contemporary importance, such as anti-trust, unionism, and the modern corporate ethics are discussed. Limited to Juniors and Seniors only.

MT 361 Non-Profit Accounting
This course provides an intensive study of the accounting and financial reporting procedures for non-profit and governmental organizations. Accounting standards, conceptual issues, and special topics will be examined and discussed. Although a variety of organizations are considered non-profit, the emphasis in this class will be placed on healthcare and educational organizations, as well as Federal, state and local governments and other organizations under the auspices of Section 501(c)(3) of the Internal Revenue Code. Prerequisites: MT209 and MT210.

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

MT 401-01 Seminar: Administrative Theory
This professional seminar involves students in discussion, evaluation, and research on management and organizational issues. Students experience and test theory on cases and exercises, using American companies as models and dealing with concepts such as transportation and communication, distribution and production, the role of government, and business management in the modern era. Also studied is the new relationship of management and the work force, focusing on the labor movement of the twentieth century, as well as the shift from Keynesian to Monetarist economics. Students lead
and facilitate seminar meetings using readings, cases and drawing on classical and contemporary theories of management. Limited to seniors only.

**MT 402-01 Seminar: Managerial Policy**
An examination of the strategies and approaches to managerial capitalism needed by organizations as a means of making decisions about the future. This capstone course integrates functional areas of management including finance, marketing, organizational theory and ethics. The learning process emphasizes case analysis and formal presentations of strategic management issues. Particular attention is on the first decade of the twenty-first century and the emergence of the global economy. A research paper on a significant management issue is required, as well as a group presentation of a business plan for a new company. This seminar course is supported by a grant from the Helen Cronin Foundation. Limited to seniors only.

**MT 404-01 Management Field Internship**
A guided practical field experience required of senior management majors involving two days (16 hours) per week. Public and private organizations in eastern Massachusetts and central New England support the success of developing management skills and knowledge to work and leadership opportunities. This field work is supplemented by readings in contemporary business issues.

**MT 409, MT 410 Individualized Study**

**CHEMISTRY AND PHYSICS**

**MAJORS**

**BIOCHEMISTRY**

Required for the Major

See BIOCHEMISTRY

**MINOR**

**CHEMISTRY**

Required for the Minor

CH 103-104 with labs, CH 305-306 with labs, CH 313 with lab, CH 321 with lab. In addition to the above courses, a seventh course may be chosen from the following upper-level courses: CH 104, 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.)

**COURSE DESCRIPTIONS**

**CH 101 Introductory Chemistry I/Lab**
An introduction to the principles of general chemistry with laboratory for students in allied health fields, other than nursing. Topics include chemical bonding and structure, atomic theory, energy, equilibrium, reactions in aqueous solutions, and radioactivity. Prerequisite: MA 100 or able to enroll in MA 101, MA 105, MA 210, or MA 211.

**CH 102 Introductory Chemistry II/Lab**
An introduction to the principles of organic and biological chemistry with laboratory for students in all allied health fields, other than nursing. Topics include organic nomenclature, organic functional groups and their properties, isomers, and biologically important molecules and their roles in the human body.

**CH 103, CH 104 Chemical Structure and Reactions/Lab**
This course is an introduction to the principles of chemistry, atomic and molecular theory, bonding, structure, equilibrium, and chemical reactions, with a laboratory. Prerequisite: MA 100 or able to enroll in MA 101, MA 105, MA 210, or MA 211. For CH 104, Prerequisite: CH 103.

**CH 105 Introductory Chemistry: Nursing/Lab**
An introduction to the principles of general chemistry, organic chemistry and biochemistry with laboratory for students in nursing. General chemistry topics include chemical bonding and structure, atomic theory, equilibrium, acids and bases, solutions and radioactivity. Organic and biochemistry topics include organic nomenclature, functional groups and their properties and reactions, biologically important molecules and their roles in the human body. Prerequisite: MA 100 or able to enroll in MA 101, MA 105, MA 210, or MA 211.

**PY 213, PY 214 General Physics/Lab**
A calculus-based introduction to the study of motion, Newtonian mechanics, work, energy, oscillation, waves, electromagnetic forces and fields, and an introduction to modern physics is presented with a laboratory. For PY 213, Co-requisite: MA 101. For PY 214, Prerequisites: PY 213 and MA 101.

**PY 213, PY 214 General Physics/Lab**
A calculus-based introduction to the study of motion, Newtonian mechanics, work, energy, oscillation, waves, electromagnetic forces and fields, and an introduction to modern physics is presented with a laboratory. For PY 213, Co-requisite: MA 101. For PY 214, Prerequisites: PY 213 and MA 101.

**CH 305, CH 306 Organic Chemistry/Lab**
This course introduces students to the fundamentals of organic chemistry, the study of the mechanisms of basic functional group reactions and the relation of structure to chemical activity. A laboratory is an integral part of the course. Prerequisite: CH 104 with a minimum final grade of C-. For CH 306, Prerequisite: CH 305 with a minimum final grade of C-.

**CH 307 Physical Chemistry – Thermodynamics**
Fundamental principles of chemical thermodynamics with applications to chemical and biochemical systems are introduced. Prerequisites: MA 101, CH 104.

**CH 308 Physical Chemistry – Quantum Mechanics**
Fundamental principles of quantum mechanics and applications to structure and spectroscopy are introduced. Prerequisites: MA 101, CH 104.

**CH 309 Advanced Organic Chemistry**
Methods of classical and modern synthesis. Prerequisite: CH 306.

**CH 310 Molecular Structure**
Topics related to the structures of molecules are discussed: nuclear magnetic resonance, ultraviolet and infrared absorption, and mass spectrometry. An introduction to symmetry and group theory is also included. Prerequisite: CH 306.

**CH 313 Analytical Chemistry/Lab**
This course is an introduction to the theory and practice of chemical analysis, the study of solution chemistry, methods of analysis, and interpretation of analytical data with a laboratory. Prerequisite: CH 104.

**CH 314 Inorganic Chemistry**
The application of physical chemical principles to the study of inorganic systems with emphasis on the nature of chemical bonding and the study of transition metal chemistry is presented. Prerequisite: CH 104.

**CH 315, CH 316 Biochemistry/Lab**
The concepts of modern biochemistry and molecular biology are presented in an integrated form. Topics include protein and nucleic acid biochemistry, protein function, gene regulation, electron transport, and cellular respiration. Metaboic pathways and their control. A laboratory is required in CH 316. For CH 315, Prerequisite: CH 306. For CH 316, Prerequisite: CH 315.

**CH 319 Biochemistry of Nutrition**
An introduction to the nutrients humans require: carbohydrates, lipids, proteins, vitamins, minerals and water. The source of these nutrients, their structure and function, digestion, absorption, transport, storage, and metabolism are studied. Diseases associated with these nutrients are examined. Prerequisite: CH102 or CH 305.

**CH 321 Instrumental Analysis**
Theory and practice of modern chemical instrumentation and the interpretation of experimental data is introduced. A laboratory is required. Prerequisite: CH 313.

**CH 402A Seminar: Science and Public Policy**
Topics include environmental issues and their impact upon society, science and public policy.

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

**PY 101 Introductory Physics for the Health Sciences**
This course covers selected topics such as forces and motion, energy, waves, sound, electricity and magnetism, the electromagnetic spectrum, optics, and a basic introduction to nuclear and radiation physics. This course is not applicable toward natural science majors that have specific physics requirements or recommendations at a more advanced level, nor does it prepare students for admission to professional programs in schools of medicine, dentistry, veterinary medicine, or pharmacy. Prerequisites: MA 100.
MAJORS

COMMUNICATION

Required for the General Communication Major


Two courses in Advanced Writing: Students must select two of the following: CO 212, 219, 220, EN 223.

One course in Visual Communication: CO 215* or CO 221.*

One course in Oral Communication: CO 204, 304, TH 201.

Two seminars: CO 301 and 402.

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

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

COMMUNICATION WITH A CONCENTRATION

All students majoring in Communication with a Concentration MUST complete the following courses:

- CO 203 Introduction to Communication
- CO 204 Public Speaking
- CO 212 Writing for the Communication Professional
- CO 221 Visual Communication & Technology (Waived for Graphic Design students)
- CO 301 Junior Seminar
- CO 402 Senior Seminar

COMMUNICATION CONCENTRATIONS:

- Cinema Studies
- Professional

COMMUNICATION CONCENTRATIONS:

- Journalism and Media Studies
- Interpersonal and Organizational Studies


course descriptions

COMMUNICATION

Course Descriptions:

- GD 341 Design for Print Media*
- GD 342 Design with Time-based Media*
- GD 345 Creative Publications*
- GD 404B Internship*

Interpersonal and Organizational Studies

- CO 209 Communication Media
- CO 304 Advanced Public Speaking
- CO 305 Small Group Communication
- CO 306 Interpersonal Communication*
- CO 322 Organizational Communication*
- CO 332 International and Intercultural Communication
- CO 404C Internship*

Journalism and Media Studies

- CO 209 Communication Media*
- CO 214 Introduction to Broadcasting
- CO 215 Video Production I
- CO 219 Journalism*
- CO 220 Feature Writing
- CO 222 Photography I
- CO 314 Radio Announcing
- CO 320 New Media
- CO 323 Photojournalism
- CO 324 Photography II: Advanced Techniques
- CO 347 Audio Production I
- CO 348 Video Production II
- CO 404D Internship*

Public Relations

- CO 206 Introduction to Public Relations*
- CO 209 Communication Media*
- CO 219 Journalism*
- CO 220 Feature Writing
- CO 304 Advanced Public Speaking
- CO 322 Organizational Communication
- CO 334 Public Relations: Theory & Practice*
- CO 404E Internship*

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

MINORS

GRAPHIC DESIGN

For Graphic Design minor, see Art section of the catalog.

CINEMA STUDIES

Required for the Minor

CO 207, CO 208, CO 302

Elective Courses:

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

COMMUNICATION

Required for the Minor

CO 203; one additional Theory course: CO 209, 305, 306, 322, 332, 334; two courses in Advanced Writing: CO 212, 219, 220, EN 223; one course in Oral Communication: CO 204

An additional communication elective

PUBLIC RELATIONS

Required for the Minor

CO 206, 334. Two courses in Advanced Writing: CO 212, 219, 220; EN 223. One course in Oral Communication: CO 204

Elective Courses: One approved 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 in speaking in front of an audience. Students learn to research, organize, develop, and deliver a variety of public speeches.

CO 206 Introduction to Public Relations: Foundations and Principles

This course explores the role of public relations in the profit and not-for-profit areas today. It provides the historical and background, as well as the legal and ethical aspects of the field. The course also focuses on the principles of persuasion, identification of internal and external publics, the use of audience research, and the tools and techniques of the public relations profession.

Prerequisite: EN 105 or 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

This course presents an historical overview of the development of communication media since the Communication Revolution of the nineteenth century. The nature, scope and function of print, film, sound, and electronic media are examined. Also included in the course is a critical discussion of the problems and potentials of each medium, with particular emphasis given to the moral values of free and responsible mass communication.

CO 212 Writing for the Communication Professional

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

CO 214 Introduction to Broadcasting

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

CO 215 Video Production I

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

CO 219 Journalism

This course focuses on the fundamentals of news writing and reporting for online, print and broadcast media. Students will review the basic criteria of news value and learn the skills essential to the journalist’s role as reader, writer, reporter, and ethicist. Prerequisite: EN 105 or with instructor permission.
CO 220 Feature Writing
The course focuses on feature writing for publication in contemporary print or online media and emphasizes the basic skills of the non-fiction writer: interviewing, reporting, writing, editing, and revising. Students get to explore their creativity while writing on a wide range of nonfiction writing forms. Prerequisite: EN 105 or with instructor permission.

CO 221 Visual Communication and Technology
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 content. Current visual technology is the central goals of the course. Students have hands-on experiences with a variety of digital technologies, their uses and applications in the field of communication. Preference is given to majors. 3 credits

CO 222 Photography
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. 3 credits

CO 240 Screenwriting
This course provides an introduction to the essential elements of screenwriting including: conflict, voice, script structure, plot, theme, character development, dialogue and visual sequence construction. Students develop a film script while increasing their use of individual voice, creative method and screenwriting skills. Students will be encouraged to develop a creative approach appropriate to his or her needs and subject matter. Practical matters such as formatting, copyright, registration and marketing are also covered in the course. All students will produce a completed treatment, scene breakdown and first act of a feature length screenplay. 3 credits

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

CO 302 New Media
The media landscape is rapidly shifting and evolving. At any point in time, it is difficult to know what can correctly be called “new media.” What was “new” one year may be radically updated – if not made obsolete – by the next year. In a world saturated by new media in all of its incarnations, it is vital to understand how consumers and producers make sense of everything with which they are confronted. This course will help students challenge the ways in which they understand new media and prepare them to make sense of developments in new media as well as to use them to their professional and personal advantage.

CO 304 Advanced Oral Communication
The purpose of this course is to further develop the student’s skill to communicate before an audience and to analyze and critique the rhetorical strategies used by others. Components of this course include longer prepared speeches, impromptu talks, analysis of notable speeches, and the use of visual aids to enhance communication. Prerequisite: CO 204.

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

CO 306 Interpersonal Communication
Interpersonal relationships are an important aspect of an individual’s personal and professional life. This course focuses on the various elements of interpersonal communication including: conflict, voice, script structure, plot, theme, character development, dialogue and visual sequence construction. Students develop a film script while increasing their use of individual voice, creative method and screenwriting skills. Students will be encouraged to develop a creative approach appropriate to his or her needs and subject matter. Practical matters such as formatting, copyright, registration and marketing are also covered in the course. All students will produce a completed treatment, scene breakdown and first act of a feature length screenplay. 3 credits

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

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

CO 322 Photographic Journalism
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 discussion 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.

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

CO 332 International and Intercultural Communication
This course deals with a broad spectrum of factors affecting international and intercultural communication: cultural, economic, political, social, and ethical. Communication problems of third world nations, cultural issues in developed countries are explored. Particular attention is given to the changing role of women in the process of development. Prerequisite: CO 203.

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

CO 347 Audio Production I
This hands-on course presents the professional techniques of recording and editing audio for use in radio, video, and multimedia presentations. Students acquire practical experience through the use of studio equipment including microphones, mixing consoles, and computer software. Basic theory and 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) such as composition, lighting, sound design, editing and special effects. In addition, the program covers cinematography, screenwriting fundamentals, acting, video editing and sound mixing. This class provides both practical and theoretical experience.

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

CO 402 Seminar
The senior seminar is the capstone course for the major. Students select, research, organize, synthesize, and present orally and in writing a communication issue of interest that will enhance their personal and/or professional development in the field. In addition, students benefit from the research of their class colleagues through assigned readings and class discussions. Through the seminar approach, students utilize what they have learned in the various communication courses they have taken throughout their academic career and apply it to the specific communication research topics. Prerequisite: CO 301.

CO 404 Communication Internship
The internship provides a guided practical field experience. This is a required course for communication majors and involves a minimum of eight hours and a maximum of sixteen hours per week. Public and private organizations in media, advertising, public relations, and journalism may be selected, subject to the approval of the supervising instructor. Scheduled meetings with the instructor are required. Prerequisite: Junior or Senior status.

CO 409, CO 410 Individualized Study
For course descriptions of GRAPHIC DESIGN courses, see Art section of Catalog.
COURSE DESCRIPTIONS

CS 103 Computer Applications/Lab
This course presents basic concepts of computer systems, developments and challenges facing digital society. It provides hands-on experience with current computer applications which include Microsoft Excel and Microsoft Access.

CS 104 Programming Fundamentals I/Lab
This course introduces methods of problem solving, development of algorithms, designing, coding, debugging, and documenting programs. Topics include program development and implementation with function calls, selection and repetition control structures, arrays and linked lists.

CS 105 Programming Fundamentals II/Lab
A continuation of CS 104. Introduces design and implementation of classes, recursion, sorting and searching algorithms, dynamic data types, and advanced data structures using object oriented programming. Prerequisite: CS 104.

CS 220 Data Structures/Algorithms
Introduction of common data structures, operations, applications, and alternate methods of data organization and representation. Emphasis is placed on analysis of data structures and algorithms in terms of performance requirements. Prerequisite: CS 105.

CS 223 Computer Organization
A study of the basic concepts in computer organization, such as architecture and design. This includes logic design, fundamental computer components, mechanics of information transfer, and control. Machine level instructions and assembly language will be considered. Prerequisite: CS 104.

CS 232 Systems Analysis
A study of the principles involved in the definition, analysis, and design of computer information systems. The course covers the concepts, techniques and tools needed to identify information needs, analyze existing systems, and design new ones. Prerequisite: CS 104.

CS 312 Operating Systems
The study of software mechanisms that manage system resources. Topics include file systems, system services, memory and process management, dead-lock, security methods, protection, resource contention, swapping, paging, virtual memory, distributed and multiprocessor machines. Prerequisites: CS 105, 223.

CS 315 Human Computer Interaction
This course will focus on principles of human-computer interaction with a particular emphasis on the user interface. It will cover basic knowledge of human perception and cognition that influences the usability of a design in computer technology. Design principles that support usability for user interfaces will be presented, and methodologies for evaluating user interfaces will be introduced. Prerequisite: CS 104.

CS 318 Web Systems
This course provides a basic understanding and knowledge of how the Internet and the World Wide Web operate, Web programming, and the technical knowledge required to establish and maintain an Internet/Website. Non-technical issues, including legal, moral, social, and intellectual property will be considered. Prerequisites: CS 104, 220.

CS 320 Database Systems
An introduction to the principles of database systems. Topics include data independence, relational data models, query facilities, SQL, security, concurrent operations, and distributed data bases. Prerequisite: CS 104.

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

CS 404 Internship
A practical computer-related field experience involving a minimum of eight hours and a maximum of sixteen hours per week in public or private organizations.

CS 409, CS 410 Individualized Study

EDUCATION

ECONOMICS

Malcolm Asadoorian, Dean, School of Liberal Arts, Education, and Social Sciences  Edward Mulholland  John Mollica

MINOR

Required for the Minor
EC 201 and EC 202 and four electives

COURSE DESCRIPTIONS

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

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

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

EC 304 History of Economic Thought
This course is a survey of the evolution of economic thought from the ancient world to our contemporary perception of the economics of human society. It examines responses to economic problems affect the macro economy. Prerequisites: EC 201 and EC 202.

EC 323 Managerial Economics
This course focuses on the business decision-making process using the methodology of behavioral economics. The course examines responses to economic fluctuations taking into account such factors as attitudes toward risk, motivation, altruism, conflict, and cooperation. Classroom experiments will be used to test behavior and decision making under varying degrees of uncertainty. Prerequisites: EC 201 and EC 202.

EC 328 Environmental Economics
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. Prerequisites: EC 201 and EC 202.

EC 409, EC 410 Individual Study

TEACHER TRAINING

Students may elect to participate in an early childhood certificate program, an elementary education program, or seek licensure in a major subject area on the secondary level in the areas of English, History, Mathematics Education, or Spanish.

Admission to Licensure Programs
Admission to licensure for elementary or secondary schools begins with ED 103, Initial Field Experience, which is completed in January of the first year. This experience requires the student to spend five full days in a school setting, to complete required paper work, and to participate in an interview with the program director following the experience. Formal acceptance into the program occurs in the second semester of the second year, contingent upon maintaining a grade point average of 3.00 or better and successfully completing the CoRe Program and Literacy Subtest of the Massachusetts Test for Educator Licensure (MTEL). In addition the candidate must receive a formal recommendations from his/her major department advisor and from the faculty of the Education Department.
Retention in Licensure Programs
To be considered a member of the teacher education program, a student must meet program requirements. These include: maintaining a grade point average of 3.00 each semester. If the GPA is less than 3.00 in a semester, the student has one semester to raise it to the standard; successfully completing the Massachusetts Test for Educator Licensure (MTEL), Communication and Literacy Subtest before entering sophomore year, the subject area test and Foundations of Reading (elementary) before entering junior year; scheduling an interview each semester with his/her advisor in the Education Program; receiving an initial recommendation from his/her major department advisor in the second semester of the second year; receiving a recommendation from his/her major department advisor prior to placement for student teaching.

Requirements for Elementary Education
(In conjunction with a liberal arts major in English, History, Mathematics Education, Liberal Studies, Political Science, Psychology, Sociology, Spanish, or Individually Designed)
ED 100, 101A, 103, 202, 207, 208, 308, 401; ID 208; PS 203 or 204, 307

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

Requirements for Early Childhood Education
Certificate of Qualification—Department of Early Education and Care
TEACHER
PS 307, ED 399A
LEAD TEACHER
PS 307, 314, SO 212; ED 206, 399A, 400
DIRECTOR
PS 307, 314; SO 212; ED 206, 399A, 400; MT 206

COURSE DESCRIPTIONS
ED 101A Educational Psychology
This course is designed primarily for students who are preparing to teach at the secondary level (grades 9–12); 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 elementary school environment.

ED 101B Educational Psychology
This course is designed primarily for students who are preparing to teach at the secondary level (grades 9–12); 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 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 school setting. Prerequisite: PS 307.

ED 202 Elementary School Mathematics: Introduction
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 for elementary grades. 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 Massachusetts Comprehensive Curriculum Frameworks for Teacher Licensure 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 Secondary Education
Concurrent enrollment in ED 306 required
This course serves as an introduction to the modern secondary school. Emphasis is placed on the 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 reflection on personal/social experiences.

ED 306 Instructional Strategies in Specific Subjects Offered in Secondary Schools
Concurrent enrollment in ED 205 required
This course is designed to enable the prospective secondary 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 Focus Points of the National Council of Teachers of Mathematics and the Commonwealth of Massachusetts Competencies for Teacher Licensure.

ED 308 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. Diagnoses 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 309 Early Childhood Practicum/Seminar
This course is designed to provide a solid foundation for the early childhood student teaching practicum. The student teacher applies his/her knowledge of child development, curriculum, methodology, and assessment in an early childhood setting that includes special needs children. The student teacher spends at least 15 hours per week in an early childhood classroom. The student works under the direction of a cooperating teacher and is supervised by college personnel at least three times. In the seminar component, the student addresses the complexity of teaching/learning variables. Prerequisite: PS 307.
ED 400 Early Childhood Practicum
A continuation of the two-day-a-week practicum (minimum 150 hours) in a center for preschool children. The practicum is supervised by college personnel (three visits) and completed under the direction of at least a lead teacher. Prerequisite: PS 307.

ED 401 Student Teaching and Seminar: Elementary
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, 101A, 103, 202, 207, 208, 308, ID 208, PS 307.

ED 403 Student Teaching and Seminar: 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, 101B, 103, 205, 306, 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 inter-disciplinary 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 AND THEATRE

Patrick Elliott, Department Chair
Julia Lisella
Kreg Segall
Frans Rijnbout, Program Coordinator
Jayson Baker
Andrea Hum
Kathryn Anastasia
Jason Clemence
Jayson Baker
Joseph DeQuattro
Heather Jacob
Jane Wirch

MAJOR

ENGLISH
Majors are offered a choice of individualized concentrations of study: scholarly, publishing, professional, education, and drama to prepare them for their careers. The concentration of study determines requirements for internships and specific courses. All English majors take the following minimum requirements: EN 211, one course in Shakespeare and one other course in English literature prior to 1700, two courses in American literature (one prior to 1900), one course in world literature, one literature elective, and the two upper-level seminars. Concentrations in English and Theatre

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

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

Drama Concentration: The Drama Concentration includes both the study of dramatic literature and literature originating from the oral tradition as well as other major literary works from the beginning to the present.

MINORS

ENGLISH
The English minor must complete six literature courses.

WRITING

Prerequisite: EN 105 and EN 106

The Writing minor must complete six writing courses.

Required for Minor: EN 223

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

For Theatre minor, see Theatre section of the Catalog.

COURSE DESCRIPTIONS

EN 100 Basic Writing
A course intended to help certain students develop fluency, confidence, and correct, effective expression. The course stresses the development of thinking skills and introduces the student to the writing process. The student works under the close guidance of an instructor and a peer writing assistant. (Institutional credit only.)

EN 105 Writing Seminar
The Writing Seminar provides a workshop setting in which first-year students explore writing for learning and communication. The seminar focuses on analytical skills of speaking, listening, responding, and reading and thinking critically. Emphasis in the workshop is on process, peer group work, and constant revision. Students produce a portfolio of writing for evaluation at the end of the semester, which includes critical and analytical nonfiction writing, as well as personal narrative. Conferences with instructors and writing assistants outside of class supplement in-class workshop. EN 105/106 (or equivalent) is prerequisite for all literature and writing courses.

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

EN 204 American Mythology
In nineteenth- and/or twentieth-century American literature, a survey through the study of a pervasive theme and related image pattern as it translates into a mythology that shapes the American imagination. One of the following themes may serve as the focus: The American Immigrant, The American Frontier, The Virgin Land, and The American Dream. Prerequisite: EN 105/106, EN 211, or permission.

EN 205 Major British Writers
A survey of the major works of British literature from Beowulf to 1700. The course includes a history of the English language, as well as study of a range of nonfiction, fiction, poetic, and dramatic works. Prerequisite: EN 105/106.

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

EN 207 Chaucer
A study of Chaucer’s Canterbury Tales. Emphasis is on developing the critical skills necessary to interpret the text in its original Middle English. Prerequisite: EN 105/106, EN 211, or permission of instructor.

EN 208 The Nineteenth-Century British Novel
A study of the major British novels of the nineteenth century, with a particular concentration on a specific theme or sub-genre each time such as the boddingsroman, the domestic novel, the industrial novel, etc. We look at the treatment of social issues and trends as well as work, education, marriage and its alternatives. We read novels by such writers as Austen, Thackeray, Eliot, Hardy, and Butler. Prerequisite: EN 105/106, EN 211, or permission of instructor.

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

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

EN 210B Fiction Workshop
Focus will be on the process of developing short stories. To develop structure, style, and voice, students will read and study published short stories and then write practice paragraphs that imitate the published models. Students will present drafts of stories for class workshop sessions. Final products will include a collection of short stories, a class reading of chosen work, and publication in a class-designed book. Prerequisites: EN 105/106.

EN 211 Introduction to Literary Studies
In this course, students explore the forms, devices, and contexts of various genres of literature (fiction, poetry, and drama) and apply their understanding by analyzing and interpreting literary works drawn from worldwide sources. These works will vary by topic and theme as selected by the instructor. Prerequisites: EN 105/106.

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

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

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

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

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

Prerequisites: EN 105, EN 106.

EN 288 Social Topics: The Literature of J.R.R. Tolkien
In this course, students will study the fiction, literary criticism, and translations of J.R.R. Tolkien, using his writings 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 the 20th century’s most successful work, *The Lord of the Rings*. Students can be expected to do a great deal of reading and writing in this class. Prerequisites: EN 105, ED 106.

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

EN 302B Literary Criticism and Theory
This seminar examines the history and practice of literary criticism and theory. Students will practice applying various theoretical approaches to several literary texts. The course is open to juniors in the English major as well as any other interested students with permission of the instructor.

EN 304 (TH 304) Study Abroad: Topics in Literature and Theatre
Students travel to a selected location such as London, Rome, or Greece for an 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.

EN 305 Major American Writers I (Early America to the Civil War)
A study of major works of American literature from the moments of first contact between Native Americans and Europeans through the Civil War. Through the study of historical, biographical, and documentary materials, students will begin to understand the development of the short story over time and the dramatists’ cultural ethos and the plays’ style and structure. Prerequisites: EN 105/106 or EN 211, or permission of instructor.

EN 311A Shakespeare I
A survey of Shakespeare’s plays, including 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 105/106.

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

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

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

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

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

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

EN 323a Spenser and Milton
Spenser and Milton are the two greatest writers of the epic in modern English. Students will focus on Spenser’s *The Faerie Queene* and Milton’s *Paradise Lost* and their historical, literary, and religious contexts. Through comparative reading, they will discover how the two great works speak to each other.

Prerequisites: EN 105/106.

EN 324 Women Writers of Fiction
An exploration of the themes, language, subjects, and visions present in novels and short stories by women of varying cultural heritages. Works will be interpreted against the background of women’s struggle for political, social, and artistic liberation and within the context of influential literary criticism.

Prerequisites: EN 105/106 or EN 211, or permission of instructor.

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

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

EN 329 Writing for Community Service
This is an advanced writing course which emphasizes writing for community service agencies and issues. In addition to their individual writing projects, students will work in teams to design, develop, and
course descriptions = english & theatre / health & fitness

Undergraduate

carry out writing projects in response to the needs of the community. Prerequisites: EN 105, EN 106, with a grade of B or above, and/or the recommendation of a professor who has seen evidence of the student’s writing abilities.

EN 348 American Narratives and Identity
This class will introduce students to a selection of uniquely American narratives: captivity narratives and slave narratives. As distinctly American literary forms they provide a unique entree to American literature, culture and history. Prerequisite: EN 105/106.

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

EN 402A Seminar: Critical Theory and Fiction
Theory and Prose Fiction: an advanced seminar in the analysis of extended fiction through applications of diverse critical theories as they have developed since the mid-twentieth century. Prerequisite: EN 105/106, senior standing, or permission of instructor.

EN 409, EN 410 Individualized Study
Prerequisite: EN 105/106
For course descriptions of Theatre courses, see Theatre section of Catalog

FILM
See Communication
See Spanish

FRENCH
See Spanish

HEALTH AND FITNESS

Catherine Fuller, Department Chair  
Cheryl Benten  
Devin Cashman  
Mark Clemente

Elizabeth Conant  
Wendy Cook  
Catherine Frederico  
Jacqueline Gentile  
Kate Hager  
Julie Plant

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

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

TRACKS OF STUDY

NUTRITION
Required for the Concentration
In addition to fulfillment of the courses for the major, courses must include BI 105, 106, 108, 211, CH 101, 102, 319, NU 205, HFS 319, 320, Meal Planning & Nutrition Counseling, Experimental Foods & Food Preparation

SPORTS MANAGEMENT
Required for the Concentration
In addition to fulfillment of the courses for the major, courses must include HP 103, HFS 313, 316, 340, 345, 355, Sport Marketing & Technology, Athletic Administration & Sport Governance

EXERCISE SCIENCE
Required for the Concentration
In addition to fulfillment of the courses for the major, courses must include BI 105, 106, CH 101, MA 210, PY 101, NU 205, Scope of Exercise Science, Motor Learning, Kinesiology, Psychology of Exercise and Sport, Biomechanics, Exercise Physiology, Exercise Assessment, Exercise Programming, and Exercise for Special Populations

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 the different dimensions of wellness: physical, emotional, intellectual, interpersonal, spiritual, and environmental. Students will apply relevant knowledge to improve personal health and well-being, as well as increase their understanding of professional applications. Prerequisites: HFS 150 or instructor’s/director’s permission.

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

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

HFS 315 Exercise Programming
Students will increase their knowledge regarding client screening, appropriate exercise procedures, and exercise techniques. “Exercise Programming” will provide students with practical experience in developing fitness programs for apparently healthy individuals. Students will plan and implement appropriate aerobic, anaerobic, strength and flexibility exercise programs for fellow students and, if appropriate, Regis College fitness center members, with instructor supervision. Prerequisites: BI 105 & 106; HFS 311; PE 203N.

HFS 316 Sports Management
This course is an overview of the foundations of sport management and the professions in physical education and sport. This course is designed to enable students to understand sports management as a field of academic study and professional application and to discriminate among these contexts and relate them by applying relevant knowledge and appropriate theoretical perspectives.

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

HFS 320 Community Nutrition
This course will introduce students to the practice of controversial topics. Prerequisites: HFS 150 or Enriched Nutrition Science.
of community nutrition, applied nutrition and food science. This course introduces students to a wide range of topics in community nutrition. Students will learn about the role of nutrients in the body, the importance of a balanced diet, and the impact of nutrition on health and disease. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 323 Mealtimes, Nutrition and Personal Care
This course introduces students to nutrition and personal care. Students will learn about the importance of nutrition for healthy aging and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 324 Experimental Foods and Food Preparation
This course provides students with practical experience in food preparation, cooking, food science and recipe development for health and disease states based on scientific food and nutrition principles. This course includes the chemistry of recipe development, principles of food evaluation and metabolic utilization of food in disease states. Students will plan and prepare meals according to specific RDA guidelines, as well as modify and test recipes with instructor supervision. Prerequisite: HFS 232.

HFS 325 Nutrition and the Adult
This course is designed for HFS majors, but open to all. It focuses on nutrition and its role in health and disease. Students will learn about the importance of nutrition for health and disease prevention, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 326 Life Skills in Nutrition
This course provides students with practical experience in nutrition counseling and menu planning for health and disease states based on scientific food and nutrition principles. This course focuses on the role of nutrition in health and disease prevention, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 327 Exercise and Movement
This course is designed for HFS majors, but open to all. It focuses on the role of exercise and movement in health and disease prevention, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 328 Exercise and Movement in Health and Fitness
This course is designed for HFS majors, but open to all. It focuses on the role of exercise and movement in health and disease prevention, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 329 Exercise and Movement in Sport
This course is designed for HFS majors, but open to all. It focuses on the role of exercise and movement in sport and physical education, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 330 Nutrition and the Aging Process
This course is designed for HFS majors, but open to all. It focuses on nutrition and its role in health and disease prevention for older adults. Students will learn about the importance of nutrition for health and disease prevention, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 331 Nutrition and the Pregnant Woman
This course is designed for HFS majors, but open to all. It focuses on nutrition and its role in health and disease prevention for pregnant and post-partum women. Students will learn about the importance of nutrition for health and disease prevention, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.

HFS 332 Nutrition and the Child
This course is designed for HFS majors, but open to all. It focuses on nutrition and its role in health and disease prevention for children. Students will learn about the importance of nutrition for health and disease prevention, and how to apply this knowledge in practice. Prerequisites: HFS 150 or HFS 311, BI 105 & 106.
other students may participate with the instructors permission.

PE 203E Intermediate Yoga
This course will continue the American Red Cross curric-ulum for developing lifesaving and personal safety skills. American Red Cross Certification will be received upon successful course completion.

PE 205A Lifeguard Training
This course follows the American Red Cross cur-riculum for developing lifesaving and personal safety skills. American Red Cross Certification will be received upon successful course completion.

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 uncom-fortable situations, and develop powerful fighting techniques. Care is taken to provide a safe and sup-portive 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 Mat
Stretch, strengthen and streamline; 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, focuses on breathing, body awareness, and core strength.

PE 224 Pilates/Yoga Fusion
Cardio kickboxing borrows moves from the Thai sport of kickboxing to make participants work up a sweat. A typical class includes the group throwing specific punches and kicks, usually to the beat of dance-club music. The moves are worked into swift, specific combinations.

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

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

PE 230 Introduction to Martial Arts Students will learn fundamental movements and skills in martial arts. The course is designed to allow all students to participate and improve their skill level.

HISTORY AND HERITAGE
- Raffael Florio, Department Chair
- Nicoleta Pellegrino
- Kathryn Edney
- David Rigby

HISTORY
Pre-requisites: HI 107, 108, 203, 204, 290
Required for the Major
HI 301, HI 304 (or HI 409 internship); two semesters of capstone experience (HI 402D and 408B: includes senior thesis and comprehensive exam); one multicultural history elective; one upper level US history elective; one upper level European history elective.

CONCENTRATIONS
While students are free to pursue a standalone BA in History, they may choose to pursue one of the following concentration options. These interdisciplinary courses of study serve to complement the degree allowing students to fine-tune their interest in History and Heritage by reaching beyond the traditional disciplinary boundaries. The concentration additionally provide pathways which lead directly into corresponding concentrations in our Master of Arts in Heritage Studies Program.

Interested students are encouraged to meet with a program advisor in order to plot out a curriculum which would make students eligible to receive a fifth-year Master of Arts Degree.

PLEASE NOTE: Courses taken to satisfy the concentration will count toward the requirements of the major and core curriculum as they apply. Qualified juniors and seniors can take up to three courses which will satisfy BA and MA requirements simultaneously.

HERITAGE STUDIES
Required for the Concentration
The following courses must be taken either as part of, or in addition to, the requirements listed for the major: HI 200, HI 354, HI 412, SO 213; and FIVE courses from the following list: HI 313, HI 322, DA 319, EC 203, EN 214, HI 216, HI 314, HI 338, HI 402C, HI 412, MU 208, MU 218, MU 305, PO 255, RS 206, RS 211, RS 294, SP 203, SP 205, SP 205, SO 215, SO 260, SO 335, TH 216. Required for the Concentration
The following courses must be taken as either part of, or in addition to, the requirements listed for the major: HI 201, HI 200, HI 205, HI 354, HI 378 or HI 402C, HI 412, MS 201, SO 213, TH 327.

PUBLIC HERITAGE
Required for the Concentration
The following courses must be taken either as part of, or in addition to, the requirements listed for the major: HI 201, HI 200, HI 205, HI 354, HI 378 or HI 402C, HI 412, MS 201, SO 213, TH 327.

MUSEUM STUDIES CERTIFICATE OPTION
Required for the Certificate
The museum studies certificate may be added to a Public Heritage Concentration by completing the following additional courses: MS 202, ID 344, ID 345; two courses in a supportive field approved by the program advisor (possibilities include: Art History, Theatre, Education, History, Graphic Design, Communications, etc.)

HERITAGE AND COMMUNITY EDUCATION
Required for the Concentration
The following courses must be taken either as part of, or in addition to, the requirements listed for the major: CO 204, HI 200, HI 354, HI 412, SO 213.; and FOUR courses from the following list: CO 209, CO 332, CO 334, DA 319, ED 311, EN 204, HI 314, HI 402B, HI 412, MU 308, MU 318, PH 211, PO 316, RS 211, RS 215, SO 215, SO 260, TH 208, TH 216, TH 303, TH 320, TH 325, TH 327.

MINOR
HISTORY
Required for the Minor
Six Total Courses: One survey sequence (HI 107/108, HI 203/204, or HI 209/210); HI 290 and HI 301; One seminar (HI 402A, 402B, 402C, or 402D); One free elective in history.

COURSE DESCRIPTIONS
HI 106 Socrates to Watergate
Through a study of original materials the course explores methods of applying theories of justice (Aristotle, Hobbes, Rousseau, Rawls) to trials such as those of Socrates, Galileo, Scopes, Dreyfus and the Rosenbergs. Students may work in groups or alone on either short trials or comparison of trials.

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

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

HI 113 Pestilence and People: History and Social Consequences of Epidemics
This course will demonstrate how studying an epidemic can provide insights into the nature of a specific society. Themes will include the extent to which epidemics act as agents of social, economic, religious and political change, the organized public health response to each epidemic, and the development of medical therapies and technologies. It will also provide a historical perspective from which to consider the expectations the lay public now has for health professionals to contain today’s epidemics.

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

HI 203 U.S. History through the Civil War
The first half of the survey is an overview of the development and maturation of an Anglo-American society in the “new world” as well as an introduction to historical thinking and writing. The course will stress the interconnectedness of social, economic, and political history and the diversity of the American experience in the colonies and in the early republic by region, class, race, and gender.

HI 204 U.S. History 1865 to the Present
The second half of the survey describes the evolution of modern America, a nation shaped by prosperity and depression, by wars abroad, and by
movements for equality at home. The course will primarily focus on issues of race, class, and gender within the American worker. Students will become familiar with the key questions regarding the nature of historical knowledge, and will be able to articulate various responses to these questions. History, as a discipline, will be considered in terms of theory and practice. In addition, the course will provide an introduction to basic historical research methods and how these methods relate to the methods of other disciplines in the social sciences and humanities.

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

HI 305 Ancient Greece: History and Culture
Selected topics in Greek life (throughout the Mediterranean) and literature will be studied in their relation to art and history. Course will consist of lectures, discussions, slide shows, field trips, and guest lectures.

HI 307 Topics in Intellectual History
To expose the American past in the context of patterns of thought, the following topics are treated: Puritanism, the Enlightenment, Transcendentalism, the Frontier, the Idea of Progress, Democracy, and the Modern World. Prerequisite: HI 308 (ID 308, RS 308) The Medieval Vision.

HI 308 (ID 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. 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.

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

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

HI 312 Work in Modern American Culture
A thematic and interdisciplinary approach to American history, this course will examine changing ideas about work in the context of actual and dramatic changes in the labor force, the structure of work, the economy, and the professions. Film, advertisement, fiction, journalism, and oral history will be used to illuminate the world of work and the American worker.

HI 314 Introduction to Islamic Culture and Society
This course examines the development of Islam in its religious, political, social, and artistic expressions. Among the topics examined are the rise of Islam and its spread both East and West, the place of non-Muslim minorities in Muslim society, gender roles, the place of Islam in the everyday life of contemporary Muslims, and the influence of Islam on the arts. Although the emphasis is on the Middle East, the course draws upon examples from a number of Muslim societies to illustrate both unity and diversity within Islam worldwide.

HI 318 Medieval Europe
The political, social, and cultural growth of Europe from the breakup of the Roman Empire to the rise of the nation states will be analyzed through primary sources, material culture, and literature.

HI 322 Birth of the Italian Renaissance
Political, cultural, and social change manifested in a flowering of urban pride, architectural and artistic adornment, and literary expression of humanistic values in the cities of Italy.

HI 325 Nineteenth Century Europe
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 relationships between nature, culture, material, and visibility.

HI 327 The Culture of Fashion
This course is an overview of fashion and clothes from an historical and sociological perspective. It will consider its evolution from a plain expression of economic monoplies to the complex ideological repressions of the Renaissance. Eventually, the 20th century will rewrite and then disintegrate
### Undergraduate course descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HI 388</td>
<td>Special Topics in History</td>
</tr>
<tr>
<td>HI 402A</td>
<td>Seminar: In Search of Greece</td>
</tr>
<tr>
<td>HI 402B</td>
<td>Seminar: Culture and Empire</td>
</tr>
<tr>
<td>HI 402C</td>
<td>Seminar: Problems in Archaeology</td>
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<tr>
<td>HI 402D</td>
<td>Seminar: The Writer as Historian</td>
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<tr>
<td>HI 409A</td>
<td>Independent Study</td>
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<tr>
<td>H1 412/512</td>
<td>Advanced Practice In Professional History</td>
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### Interdisciplinary Courses

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<tr>
<td>ID 208</td>
<td>Integrating the Elementary Curriculum</td>
</tr>
<tr>
<td>ID 209</td>
<td>Strategies for Academic Success</td>
</tr>
<tr>
<td>ID 212</td>
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</tr>
<tr>
<td>ID 220</td>
<td>Animals in World Literature</td>
</tr>
<tr>
<td>ID 224A</td>
<td>Natural Sciences: The Physical Sciences Perspective/Lab</td>
</tr>
<tr>
<td>ID 224B</td>
<td>Natural Sciences: Biological Perspectives/Lab</td>
</tr>
<tr>
<td>ID 224C</td>
<td>Natural Sciences: The Earth Sciences Perspective/Lab</td>
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<tr>
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<td>Natural Sciences: The Physical Sciences Perspective/Lab</td>
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<tr>
<td>ID 224E</td>
<td>Natural Sciences: The Earth Sciences Perspective/Lab</td>
</tr>
<tr>
<td>ID 228</td>
<td>The Challenge of Wellness: Multidisciplinary Perspectives</td>
</tr>
<tr>
<td>ID 236</td>
<td>Introductory Astronomy</td>
</tr>
<tr>
<td>ID 240</td>
<td>Exploring Ethics</td>
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<tr>
<td>ID 308</td>
<td>The Medieval Vision</td>
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### MUSEUM STUDIES

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<tr>
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<td>Introduction to Museum Studies I</td>
</tr>
<tr>
<td>MS 202</td>
<td>Introduction to Museum Management</td>
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<tr>
<td>MS 203</td>
<td>Introduction to Museum Studies II</td>
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<tr>
<td>MS 303</td>
<td>Advanced Museum Studies</td>
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### Undergraduate interdisciplinary courses

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</table>
Undergraduate

Undergraduate seminars. One of the seminars must be the Inte... Liberal Studies and Humanities program.

ID 327 (CS 327) Managing Projects
This course offers an introduction to the principles and... software engineering.

ID 330 Integrating Seminar for Liberal Studies
A Liberal Studies major will also complete a minor in... of the Liberal Arts programs. Education can be considered as a minor.

MATH 201, 202, 203, 204, 211, 212
MATH 101-102 or MA103-104, MA 203, 204, 211, 212, 253, 326, 328, 353
Education Courses

MINOR

MINOR

Elective Courses:

For Minor in Information Technology, see

Liberal Studies

Liberal Studies major must take at least seven upper-level courses including two seminars. One of the seminars must be the Inte... 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.

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 S's will be reviewed. Student participation in class discussions and in demonstrations is essential.

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

MATH 201, 202, 203, 204, 211, 212
MA 101-102 or MA103-104, MA 203, 204, 211, 212, 253, 326, 328, 353
Education Courses

MINOR

MINOR

Elective Courses:

For Minor in Information Technology, see
To be considered for the Nuclear Medicine program and around the Boston area. Centers and advanced community based hospitals offer programs at cutting edge, major academic medical centers. This program prepares students to be competitive in nuclear medicine from other radiology modalities. Nuclear Medicine provides information about both the structure and function of virtually every major organ system. It is this ability to characterize both the structure and function that apply to the atom and interactions of the various atomic particles are discussed. Radiation biology, protection and safety are presented. Qualitative and quantitative effects on the human body following exposure to various amounts of ionizing radiation will be examined. The safe handling of radioactive materials and regulatory aspects of radiation protection are presented as well. Basic radiation detectors, their applications, functions, and limitations are presented. Also covers the instruments used in nuclear medicine with an overview of the gas filled detectors, scintillation cameras and the radioactive decay process.

The purpose of this course is to give students, under direct and indirect supervision, the clinical skills through observation and participation in Nuclear Medicine procedures, in vivo and in vitro. Rotations include every aspect of nuclear medicine. Outside rotations occur at a variety of clinical affiliates in order to enhance the student’s learning.

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

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.

The purpose of this course is to give students an understanding of radiation and nuclear medicine physics, including the concepts and physical principles that apply to the atom and interactions of the various atomic particles are discussed. Radiation biology, protection and safety are presented. Qualitative and quantitative effects on the human body following exposure to various amounts of ionizing radiation will be examined. The safe handling of radioactive materials and regulatory aspects of radiation protection are presented as well. Basic radiation detectors, their applications, functions, and limitations are presented. Also covers the instruments used in nuclear medicine with an overview of the gas filled detectors, scintillation cameras and the radioactive decay process.

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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 Societies of Radiologic Technologists (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 final exam. This course will introduce students to various topics, including the healthcare delivery system, medical informatics, healthcare ethics & law, quality assurance and reimbursement. 4 credit hours. Prerequisites: MI 469 Clinical Internship II

MI 476 Medical Imaging Seminar
This course will introduce students to various topics, including the healthcare delivery system, medical informatics, healthcare ethics & law, quality assurance, healthcare management, and reimbursement. Other topics specifically related to the advancement of medical imaging professionals will be discussed such as advanced patient care, radiation protection & safety, various procedures/modalities and their applications. 4 credit hours.

MI 477 Research Methods in Medical Imaging
An overview of research methodologies will be discussed along with the use of databases to locate research sources and the guidelines for the development of a basic research proposal. Students will develop a researchable question, develop a literature review, and design a research project using either qualitative, quantitative or mixed methods to explore a medical imaging topic. 4 credit hours. Prerequisites: MA 210 Statistics

MI 478 Molecular Imaging
This course focuses on molecular imaging, including PET, MRI, and CT. The emphasis is on imaging techniques, instrumentation, physics, biodistribution, and applications 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 regarding cardiology, such as ECG interpretation, cardiac medications, cardiovascular disease and the ischemic cascade. Pharmacologic stress agents will also be discussed. 3 credit hours. Prerequisites: MI 460 Nuclear Medicine Procedures & Technology

MI 480 Clinical Internship III
The purpose of this course is to develop students’ clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in vivo and in vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student’s learning. 4 credit hours. Prerequisites: MI 469

MI 650 Pathology Across Radiology Modalities
An expanded range of diseases and conditions, which serves as indicators for ordering radiology examinations, will be covered in a variety of imaging modalities. Emphasis will be placed on the etiology, image appearance and prognosis associated with the diseases, conditions and pathologies covered in this course. A minimum of four case studies will be assigned for which the student will perform research, interview ordering physicians and radiologists, and present in class. 3 Credit Hours.

MUSEUM STUDIES
See History

MUSIC
- Shelia Grace Prichard, Department Chair
- Douglas Anderson
- Paul Huberdeau
- Kathleen Maskell
- Wanda Paik
- Patricia Stedry
- Elizabeth Vercoe

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

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

COURSE DESCRIPTIONS

MU 103 Introduction to Musicianship
Introduction and reinforcement of elementary musical skills for students with little or no formal musical experience. Includes music notation, scales, chords, and basic keyboard techniques. Each student participates at a computer/keyboard station to learn interactive techniques through state-of-the-art MIDI (Musical Instrument Digital Interface) applications. Not intended for students with significant musical experience. Especially planned to meet the needs of the beginner. Enrollment limit: ten. Offered fall 2012.

MU 104 Fundamentals of Music
Designed as a sequel to Introduction to Musicianship for students who have had some musical experience. Includes study of intervals, chords, and musical structure. Concepts are reinforced through advanced keyboard/computer MIDI applications. Prerequisites: MU 103 or MU 104, or with permission. Enrollment limit: ten. Offered spring 2013.

MU 207 What to Listen for in Music
An exploration of the wide range of music heard today; western, non-western, popular, and classical. A study of various elements of music, styles, and forms of music. Includes lectures, discussion, critical listening, field trips, and concert attendance. Students gain skills that will enable them to become more sophisticated listeners. Not offered 2012-2013.

MU 209 Class Piano I
Piano I is designed to teach beginners to play the piano. Students gain basic skills and confidence in note-reading, rhythm, and technique. Each student participates at her/his own newly updated computer/keyboard station using state-of-the-art Musical Instrument Digital Interface (MIDI) applications. Students play familiar tunes with two hands by semester’s end! Offered fall 2012 and spring 2013.

MU 210 Class Piano II
In Piano II, a sequel to Piano I, students advance to playing chord accompaniments and analyzing styles, including blues and jazz. Additional software programs give students opportunities to experiment with harmony and arrangement of their own music. Offered fall 2012 and spring 2013. Enrollment limit: ten. Prerequisite: MU 209 or with permission.

MU 211 Keyboard Performance Ensemble
A collaborative course in which keyboard students perform ensemble music of all styles, including classical and contemporary genres. Through the use of digital keyboards, which simulate the sounds of the various orchestras instruments, students will be able to perform the music of orchestra, jazz band, big band, and many other styles. A highlight of the semester is to play with an orchestra in a Regina concert. Not offered 2012-2013. Prerequisites: MU 209 and MU 210 or equivalent with permission of instructor.

MU 300 Instrumental Music Ensemble
Instrumental Music Ensemble is open to players including the annual Christmas Concert. Rehearsals are once a week, Tues. or Thurs. evening. Students take the course on a Pass/No Pass basis; students are expected to (1) attend all weekly rehearsals, (2) attend additional rehearsals immediately before a performance if necessary, (3) practice outside of class time, and (4) participate in all performances. Students must supply their own instruments. Registration in Fine Arts Center Music wing as posted. Bring your class schedule with you. Offered 2012-2013.

MU 306 Women and Music
This course will focus on the often-neglected work of women in music, particularly but not exclusively in relation to the professional music world. Women’s work as composers, performers, teachers, conductors, patrons and inviolates 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. Not offered 2012-2013.

MU 307 Symphonic Music
This course examines the symphonic literature of 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. Not offered 2012-2013.

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. Offered spring 2013.

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. Not offered 2012-2013.

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 officer, section leader, treble, alto, bass, and baritone singers. Singers learn basic note reading and correct singing techniques. Repertoire includes a broad range of musical styles including classical works, folk songs, spirituals, show tunes, and popular music. Activities include performance for various campus functions, including special liturgies, and exchange concerts. Every three years the Glee Club also travels to Europe on Concert Tour, the next one is scheduled for March 2013 to Spain. Annual highlights include the Christmas Concert with orchestra, the Collegiate Choral Festival (hosted by the Regis Glee Club with participation by 8-10 collegiate choirs), and production of a professional CD of repertoire performed during the year. Brief audition required. Offered 2012-2013.

Regis College Alumnae Chorus (non-credit)
A multi-generational group ranging in age from just-graduated to seventy-something. Open to Regis College Glee Club alumni and other interested singers, including mothers of Glee Club students. Highlights include collaboration with the Glee
Undergraduate

Course Descriptions

Music/Nursing

Nursing

- Penelope Glynn, PhD, RN, Dean, School of Nursing, Science & Health Professions • Danielle Welsh, Associate Dean, Undergraduate Nursing • Patricia Dardano, Associate Dean, Graduate Nursing • Cynthia Bashaw • Linda Barnard • Nancy Bittner • Sally Cadman • Nicholas Carre • Michelle Cook • Karen Crowley • Joanne Dalton • Nancy DeGiulio • Kathleen Donaher • Lisa Fardy • Valerie Hunt • Kellie LaPierre • Carol Martin • Margarette Matteis • Patricia McCauley • Gretchen Mednis • Theresa Melnik • Cherrie Norman • Margaret Oot-Hays • Joyce Oppenheimer • Susan Sawyer • Mary Beth Scanlon • Rebecca Schroeder • Denise Socio Hierl • Nancy Street

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

The nursing programs are approved by the Massachusetts Board of Registration in Nursing and are accredited by the National League for Nursing Accrediting Commission.

Associate of Science in Nursing (AS)

MAJOR

In collaboration with Lawrence Memorial Hospital, Regis College awards an Associate of Science with a major in Nursing. For more information about this program, see the Lawrence Memorial/Regis College Nursing Program website, www.lmregis.org. Admission policies for Associate Degree Program can be found on this website.

Instructors:
- Piano: Wanda Paik
- Voice: Patricia Stedry
- Other instruments arranged with Music Department Chair.

Course Descriptions: Nursing/degree requirements

Two-year Day Division

Year 1

Semester I—15 weeks
- BI 105 Anatomy & Physiology I/Lab 4
- BI 108 General Microbiology/Lab 4
- *EN 105 Writing Seminar 3
- NU 101 Foundations of Nursing Practice 9

Semester II—15 weeks
- BI 106 Anatomy & Physiology II/Lab 4
- PS 233 Introduction to Human Development 3
- NU 102 Adult Nursing Practice 10

Year 2

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 10

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

2.5 or 3-year Day or Evening/Weekend Division

Year 1

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 and Writing 3
- ID 304 Exploring Ethics 3

NURSING

- EN 105, EN 106 and MA 210 may be taken at any time before graduation.

**NU 201, **NU 202, **NU 318

Note: Courses must be completed in accordance with the prerequisites/co-requisites Policy of LM/RC.

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 NLN Core Values.

The concurrent clinical component of the course provides the students the opportunity to participate in collaboration with the interprofessional team, appreciate the micro/macrosystem of the care environment and to begin to contribute to quality improvement.

Evaluation of course/outcome achievement by the student and faculty provide mutual feedback. The
process of self-evaluation promotes self-understanding and professional development.

NU 102 Adult Nursing Practice
The second nursing course emphasizes the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. The focus is on patient-centered nursing care to restore, promote, or maintain the health of patients after surgery and with disorders of cell function; perfusion; endocrine neurologic; immune; gastrointestinal and sensory functions; acid-base balance; and sexuality.

Professional role, clinical reasoning and judgment, and ethical-legal issues are explored and developed. A philosophy of caring is fostered through the use of nursing process and through the application of safe, holistic, culturally-competent therapeutic nursing interventions.

Communication skills and information technology are used to promote human flourishing. The nurse’s role within the interprofessional team is considered through application of beginning leadership and management principles. Evidence-based nursing practice is promoted as a method for quality improvement of patient-centered nursing care.

Concurrent clinical experiences with adult individuals are provided to allow students to correlate contextual learning in the classroom with skills and demonstrations of achieve levels of achievement (ELA) in clinical practice. Simulated clinical learning experiences in the Nursing Arts Lab introduce the student to new nursing skills prior to their application in clinical practice. Further development of professional identity is emphasized through self and faculty evaluations of the student’s clinical progress.

NU 201 Family-focused Nursing Practice
The third nursing course focuses on the knowledge, skills, attitudes/values and abilities required to provide safe, quality, patient-centered care to children and their 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 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 provide 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 adults 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 are utilized to altered thought, mood, relatedness, self-esteem, and self-concept are taught to introduce the student to the needs of individuals and families with mental health needs. The Nursing of the Future Core Competencies are integrated into the course and promote an evidence-based approach to nursing care of individuals and families. The planning, delivery and management of safe, comprehensive, individualized, patient-centered, quality care is based on the utilization of evidence-based 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 principles are reinforced through clinical practice and clinical conferences. Collaboration with patients, families and the interprofessional health care team is promoted in order to provide quality nursing care. Analysis of ethical and legal concerns and the exploration of cultural influences on family-centered care.

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 and the promotion of care to childbearing and child-rearing 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. 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.lmregis.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. Regis admission does enable the student to compete for entry into the Regis nursing program at the conclusion of the first term of the second Regis year. No student is guaranteed nursing program admission even if she or he meets the basic requirement for nursing program admission. At the conclusion of each fall term, Regis will admit a designated, pre-established number of qualified students into the Regis nursing program. The decision will be based, primarily, on the student’s grade point average to date, with particular attention to the quality of performance in “Introduction to Nursing,” “Essentials of Nutrition along the Health Continuum” and in Prerequisite Regis science and mathematics courses.

To be considered for the nursing major, students must:
1. Have at least a B (3.0) Cumulative Grade Point Average with no individual non-nursing 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. Other requirements for admission also apply. For a full explanation, contact the School of Nursing, Science & Health Professions or see the Nursing Handbook Addenda.

BACCALAUREATE DEGREE REQUIREMENTS AND COURSE SCHEDULE

CURRICULUM PLAN (EFFECTIVE CLASS OF 2014)

REGIS COLLEGE BACHELOR OF SCIENCE IN NURSING 2014-2015" YEAR ONE, FALL Semester credits

NU 100 Introduction to Healthcare Professions 3
BI 105 Anatomy and Physiology I 4
SO 201 Introduction to Sociology 3
MA 210 Statistical Methods 3
16 total

Year 1, Spring credits

EN 105 Writing Seminar 3
BI 105 Anatomy and Physiology II 4
EN 106 Critical Reading, Thinking & Writing 3
Philosophy 3
16 total

Year 2, Fall credits

BI 106 Anatomy and Physiology III 4
EN 107 Critical Reading, Thinking & Writing 3
MA 210 Statistical Methods 3
SP 100 Spanish for Health Prof. 3
16 total

Year 2, Spring credits

EN 108 Anatomy and Physiology IV 4
Religious Studies Requirement 3
CH 105 Introductory Chemistry 4
SP 100 Spanish for Health Prof. 3
16 total

Year 3, Fall credits

BI 108 Microbiology 4
PS 233 Intro to Human Development 3
NU 205 Nutrition-Health Contin. 3
Elective 3
16 total

Year 3, Spring credits

NU 320 Clinical Pharmacology 4
NU 324 Prof. Nursing (Clinical) 8
NU 304 Health Assessment 3
15 total

Course Descriptions → Nursing
NU 325 Acute Care 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 psychological, physiological, 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 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 research problem, collect and analyze evidence from the nursing literature, and communicate findings and implications for practice in a written report and a poster presentation.

PHILOSOPHY & RELIGIOUS STUDIES

Ernest Collamati, Department Chair  ■  Joseph Draper  ■  Bernard Jackson  ■  Lauress Wilkins

The courses offered in the Philosophy program challenge students to think wisely and critically about the perennial questions and problems that face humanity. Through conversation with great thinkers and texts, students learn to discriminate between what is of value and what is not, to pursue the good and the true and to contribute the resources of a liberal education in their role as citizens of the world.

The Religious Studies and Philosophy program offers to all students the opportunity to consider the ultimate questions about the meaning of life and the role of the sacred. Our exploration involves the sacred in three ways. First, the program’s offerings reflect the Catholic heritage of “faith seeking understanding,” a critical inquiry into Christian scripture and tradition. Second, in the spirit of celebrating the diverse and pluralistic society in which we live, some courses examine the Church’s relationship to other faith perspectives. Third, in keeping with the liberal arts tradition, the courses of the program examine the religious dimension of humanity and the influence
of the sacred in the formation of culture. A minor in Religious Studies is offered by the program.

MINOR

RELIGIOUS STUDIES

Required for the Minor

Six courses required. Select one course from each of the following:

- RS 102, 216 or ID 222
- RS 201 or 202
- ID 304
- RS 107, 211, 215 or 309
- RS 304, 317, 318 or 402
- One elective in RS

COURSE DESCRIPTIONS

INTERDEPARTMENTAL

ID 222 Exploring the Human Spirit
This course will first explore the search for truth and wisdom through the many ways of knowing (reason, myth, symbol, metaphor) and the implications of each. The bases for belief and unbelief will be studied. How the holy is experienced through sacred writings, community and ritual will constitute the latter focus of the course.

ID 304 Exploring Ethics
A study of the philosophical and religious principles persons use in approaching ethical problems, with particular attention to the Christian ethical tradition. The focus of the course will be on the ethical challenges of the contemporary world, including those in the student’s field of concentration. Stress will be placed on skill development in ethical reflection and analysis.

PHILOSOPHY

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

PH 103 Philosophy and Literature
An introduction to some of the questions asked by philosophers through the course of history by readings selected from the works of well-known philosophers and literary persons.

PH 104 How We Think: An Introduction to Logic
An introduction to some of the elements of correct thinking—induction, deduction, validity, syllogism, truth-functions, implication.

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

RELIGIOUS STUDIES

RS 102 Religious Quest for Meaning
A look at the common human experience of searching for meaning and the variety of responses given to this common search. Responses of significant religious thinkers and traditions will be examined.

RS 107 Jesus: Myth and Reality
Is Jesus really human? How can He be divine and human at the same time? What does Jesus mean to Christians today? What has He meant to Christians in the past? The course will deal with these questions and with the issues behind them.

RS 110 Practical Techniques for Spiritual Growth
The aim is to help the student unlock potential for religious awareness. The student will appropriate the religious dimension of human experience firsthand by learning and practicing specific techniques, including meditation, focusing, visualization, and body awareness, practiced in a context that considers alternative models of holiness.

RS 112 The Concept of Love
An exploration of the various forms of love: friendship, romantic love, and Christian love with texts from a variety of authors.

RS 130 Cultivating the Inner Spirit
This one credit course aims to enhance students’ inner lives by examining spiritual practice from both eastern and western faith traditions. Through 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 visions 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 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 kaleidoscopic perspective 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 the world with a vision of reality notable for its unity.

RS 309 Religious Hope and the Future
A look at the role that belief plays in enabling people to move toward the future. Selected readings will be taken from the Judeo-Christian tradition, with special emphasis on the insights of twentieth century believers.

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 devoted support of religion. The course draws on theology and cross-cultural studies to examine the status of women in religion and the social structures supported by images of women.

RS 402 Seminar
A seminar designed to allow the student to discover the continuity, diversity and development of Christian belief through the ages.

RS 469, RS 410 Individualized Study

POLITICAL SCIENCE

- Michael Jackson, Department Chair  
- Laura Bertonazzi  
- Lauren Forucci  
- Richard Johnson

MAJORS

POLITICAL SCIENCE

The Political Science, International Relations, and Law and Government programs introduce students to the principles of political life and thinking, the theoretical, methodological, historical and policy dimensions of Political Science; and help them understand what the role of a politically-aware citizen of the twenty-first century should be. Along with these majors, the department offers minors in Law and Government, American Politics, Comparative Politics, and International Relations. Whether as a major, a minor, or a pre-professional curriculum, these programs help prepare students for potential careers in public service, law, business, global affairs, journalism, education, political activism, among others. The department also oversees the Pre-Law program. It is anticipated that the Law and Government program will be expanded in the future. Law and Government is an interdisciplinary field that seeks to understand the nature and function of law as it exists in communities. Law operates at all levels (local, national and global). The phrase “government of laws” gives enormous significance to the legal system of the United States. These laws are a product of both the political processes and cultural norms of a society. This Law and Government program is drawn primarily from Political Science, with some Sociology courses, and one in Ethics. Elective choices within this major are as noted. Those students who are thinking of future careers as lawyers, in law enforcement, or other legal professions should consider this option as their major.
MAJOR

POLITICAL SCIENCE

The major in Political Science consists of eight courses required beyond the prerequisites.

Prerequisites

PO 210, 211, 212, 230

Required for the Major

Two seminars: PO 303, 403

Electives

AMERICAN POLITICS

Select two from these courses: PO 214; PO 306; PO 310; PO 311; PO 313; PO 315; PO 316; PO 324; PO 326

INTERNATIONAL/COMPARATIVE POLITICS

Select two from these courses: PO 231; PO 317; PO 323; PO 325; PO 330; PO 331; PO 336; PO 337; PO 351

Majors must also complete an additional elective course in two of the following three areas: Economics, History and Sociology.

MAJOR

INTERNATIONAL RELATIONS

The major in International Relations consists of eleven courses.

Required for the Major

Core of six courses chosen from EC 203; HI 108; PO 211; PO 230; PO 303; PO 330

Electives

An additional five courses chosen from the following menu of courses in International/Comparative Politics

Select five from these international/comparative courses: PO 231; PO 317; PO 323; PO 325; PO 330; PO 331; PO 336; PO 337; PO 345; PO 351, PO 353

Strongly recommended for students in this program: Foreign language proficiency in additional/third language—this will provide more career options Internship at an international organization or government agency

Study Abroad semester

MAJOR

LAW AND GOVERNMENT

The major in Law and Government consists of eleven courses required beyond the prerequisites.

Prerequisites

PO 210; SO 201

Required for the Major

LG 201; ID 304; PO 310; PO 326; LG/PO 406; LG/PO 409/410C

Elective Courses

Select four from the follow list of courses in History, Political Science, Sociology, and Social Work: EN 223; HI 333; PO 306; PO 311; PO 315; PO 316; PO 327; PO 336; PO 356; PO 403; SO 260; SO 303A; SO 307A; SO 324; SW 327

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

LG 201; PO 210, 211, LG/PO 406

Elective Courses

Select two from these courses: 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

PO 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 introduces students to terms and concepts in American politics such as television or radio, the internet and social networking, films and political issues. Topics such as electronic media, political messages, and the relationship between media and politics will be examined. An examination of the legal protections of liberty to reflect on the distribution of power in the American political system. Prerequisite: PO 210.

PO 211 The Politics of Media, the Internet & Film

The objective of this course is to investigate the relationship between mass media such as television or radio, the internet and social networking, films and political issues. Topics such as electronic media, political messages, and the relationship between media and politics will be examined. And, a review of 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 various issues such as the tension between liberalism 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 American 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 right to equality and non-discrimination, the rights of minorities, genocide, torture, humanitarian intervention, and international criminal tribunals.

PO 232 International Criminal Tribunals

This 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 nationalist clashes, human rights, immigration and multiculturalism, peace and justice, conflict resolution. Prerequisite: PO 230 and at least two courses from PO 330, 336, 337, 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 policy-maker 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 administrative management 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 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 in contrast to 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 of this conflict, 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 police work, police and community relationships, police culture and behavior, legal dimensions of policing, public policy and policing, moral/ethical dimensions of police work, and policing as a career choice.

PO 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 the roles of leaders and 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 faced in the new century. Prerequisite: PO 230.

PO 331 Comparative Politics: Colonialism and Political Development
This course explores the process of political development by exploring the following issues: the rise and evolution of the state in the modern era; the development of political culture (e.g., attitudes towards authority, the influence of ideology and religion, the role of nationalism); the growth of political institutions, including bureaucracies, political parties, and electoral systems; the transition to democracy. It will expose students to political development in the context of conquest and colonization and will focus on the experiences of developing countries, although the political history of Western Europe and the United States will be used for comparative purposes. Prerequisite: PO 211.

PO 336 International Law
An examination of the principles and rules of law that regulate the conduct of nations in their mutual relations. Such topics as international person, nationality, rights of aliens, diplomatic recognition, treaty law, and law of sea will be included. Prerequisite: PO 211.

PO 337 International Organizations
This course is designed to give students a full understanding of international organizations with a particular focus on the United Nations. Students will develop critical understanding of the history and role of regional and global organizations. Prerequisite: PO 230.

PO 345 Politics of Developing Nations
The course deals with the outstanding issues between the Global North and the Global South. The political, technological, economic, and demographic differences between the Global North and the Global South constitute the key categories of North-South Issues. The course will examine these issues in depth and explore possible avenues for resolving the North-South conflicts with peace and justice via reasoned approximation and accommodation rather than resorting to arms. Prerequisite: PO 230.

PO 351 War, Conflict & International Security
This course surveys the fundamentals of war and concepts of security and conflict, focusing on developments since the end of the Cold War. The study of international security involves more than states and military conflict; it includes an analysis of the underlying political, economic, social and environmental sources of conflict. Historical, moral, and ethical dimensions of leadership in times of war and peace will be covered. This course will combine a study of the main theories and concepts in international security with an analysis of contemporary security issues such as terrorism, proliferation, failed states and security communities.

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

PO 403 Seminar: American Politics: Critical Issues
Examining critical issues of American politics, the seminar participants will confront contrasting points of view about democracy and freedom, capitalism and competitiveness, critical foreign policy issues, individual rights vis-à-vis public interest, and organized privatization 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, 310, 311, 312, 315, 316.

PO 404 Seminar: Critical Issues in Comparative Politics
The seminar explores the discipline of comparative politics itself in order to understand how successful different approaches have been and the debates that characterize the field. The seminar will also explore whether it is possible, in an era of globalization, to separate comparative politics from international relations. Prerequisite: PO 211 and at least two courses from the 300-level electives in Comparative/ International list.

LG/PO 406 Seminar: Law and Government
This seminar provides a comprehensive examination of the legal framework surrounding decision making in government agencies. 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, law, and public policy making, investigate issues relating to ethics in law and government, and discuss the role of the citizen in the American legal system.

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

PORTUGUESE

PSYCHOLOGY

Barbara Noel Dowds, Department Chair
Lauren Beaulieu Sheila Combs Helen Sabolke Consiglio SC. Heinrichs
Shelby Ortega
Barbara M. Pedulla Cynthia Stellos Phelan Heidi L. Webster

MAJOR PSYCHOLOGY

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

PS 304 Research Methods in Psychology II/Lab Methodologies used to plan and conduct research that is valid and reliable, and techniques used to analyze and interpret research results will be discussed in this course. Emphasis this semester will be on evaluating sources of information, conducting literature searches, and an overview of qualitative research, descriptive research and true experimental designs. Laboratory: Prerequisites: PS 203, 204, or with instructor’s permission.

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

PS 309 Adulthood Abnormal Psychology
In this course we will consider current theory, research and controversy regarding the nature, causes, outcomes and treatment of many of the major psychological disorders. Prerequisites: PS 203 and 204 and junior or senior status or with instructor’s permission.

PS 310 Psychology of Adolescence
This course provides a comprehensive view of the developmental tasks and challenges of adolescence and includes historical and cross-cultural perspectives. Students will be expected to gain an appreciation of the physical, cognitive, emotional, and social influences on the adolescent’s development. Prerequisites: any two of the following three: PS 203 and 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 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 204 or with instructor’s permission.

PS 314A Childhood and Adolescent Abnormal Psychology
An examination of childhood psychological disorders from a biopsychosocial perspective. The course will emphasize theory, research, and case examples that illustrate both psychological disorders and a variety of treatment approaches. Prerequisites: any two of the following three: PS 203 and 204, ED101, 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 204 or with instructor’s permission.

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

PS 322 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 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 204 or with instructor’s permission.

PS 329 Neuropsychology
Neuropsychology will focus on the study of brain-behavior relationships and the theories which form the biological basis for the clinical application of this knowledge to human problems and brain dysfunction. Students will gain an understanding of the major ideas and theories in Neuropsychology, as well as an appreciation for the role of both experimental and clinical work in advancing the field. Topics covered will include principles of brain organization and function, assessment and diagnostic techniques, neuropsychological disorders occurring throughout the lifespan, as well as recovery, rehabilitation and currently available treatments. We will address ethics and the role of emerging technologies in shaping the direction of the field. Prerequisites: Any two of the following three: PS 203, PS 204, or PS 235 or with instructor’s permission.

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

PS 409, PS 410 Individualized Study

PUBLIC HEALTH

Laura Burke, Department Chair

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 provide students with an understanding of public health issues and to endow them with the skills to address emerging public health issues, analyze options for addressing them and provide support in implementing programs. Student will work toward the goals of public health: to promote physical and mental health and prevent disease, injury and disability.

MAJOR

All Public Health majors will be required to complete the courses listed below in addition to the College’s required core courses as part of their major requirements.

Prerequisites for the Major

- BI 108 Microbiology and ID 224B Natural Sciences: Biological Perspectives
- OR BI 105 Anatomy and Physiology I Lab and BI 106 Anatomy and Physiology II Lab
- OR MA 210 Statistics OR MA 211/212 Statistical Methods*

Required for the Major

- HP 200 Introduction to Public Health
- HP 203 Introduction to Epidemiology
- HP 206 Introduction to Global Health
- HP xxx Health and Society
- HP xxx Health and the Environment
- SO 355 Sociology of Health and Illness
- HP xxx Public Health Policy and Advocacy
- HP xxx Public Health Internship/Seminar
- HP xxx Capstone

Elective

May be a public health course or may be taken in another department. Current courses that may fulfill the elective requirement include, HP 103
Concentration in Nutrition

Required for the Concentration
- HP 105 Introduction to Nutrition
- BI 105 Anatomy & Physiology I/Lab
- BI 106 Anatomy & Physiology II/Lab
- HFS 311 Health and Wholeness
- HFS 319 Lifestyle Nutrition
- HFS 320 Community Nutrition

Undergraduate

Introduction to Nutrition, HFS 250 Obesity and Body Weight Management, HFS 311 Health and Wellness, PO 231 Human Rights, SP 100 Spanish for Health Professions, ID 228 The Challenge of Wellness: Multidisciplinary Perspectives, SW 202 Introduction to Social Services

Students will be encouraged to take MA211/212, but MA 210 will be accepted.

CONCENTRATION IN NUTRITION

Required for the Concentration
- HP 105 Introduction to Nutrition
- BI 105 Anatomy & Physiology I/Lab
- BI 106 Anatomy & Physiology II/Lab
- HFS 311 Health and Wholeness
- HFS 319 Lifestyle Nutrition
- HFS 320 Community Nutrition

MINOR

Required for the Minor
- HP 200 Introduction to Public Health
- HP 205 Introduction to Epidemiology
- HP 206 Introduction to Global Health
- NU 618 2 Electives

COURSE DESCRIPTIONS

HP 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 roles of public health in the community. It will focus on major health problems that have faced populations both historically and currently.

HP 203 Introduction to Epidemiology
Epidemiology is the study of the distribution and determinant of disease in populations. The purpose of this course is to introduce the basic principles and methods of epidemiology and to demonstrate their applicability in the field of public health. The course is also intended to provide an introduction to the basic skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

HP 206 Introduction to Global Health
Global Health is the science of understanding the health of populations throughout the world, in an effort to understand contributing factors to health disparities 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 that affect the health of the communities. 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 that affect the health of the communities across the globe, from cholera to malnutrition to obesity.

HP xxx Health and Society
This course will provide students with an interdisciplinary overview of models of the determinants of health. Includes an analysis of evidence of the relative influence of environmental factors, health services, lifestyles and health behaviours, social and economic factors, biological predispositions, health disparities, and the mechanisms involved in the societal uptake of various conceptions.

HP xxx Health and the Environment
Health and the Environment will provide students with an introduction to environmental and occupational exposures and their implications for individual and population health. Issues of clean water, environmental toxins, air pollution, and the environmental impact on both chronic and infectious diseases will be examined.

HP xxx 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. Policy and advocacy training will focus on both nonprofit and governmental organizations. Information on the financing of healthcare will also be covered in the course.

HP 4xx Public Health Internship/Seminar
Students will 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.

PUBLIC RELATIONS

See COMMUNICATION

RADIODiOGRAPHY

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

Prerequisites credits
- BI 105 Anatomy & Physiology I/Lab 4
- BI 106 Anatomy & Physiology II/Lab 4

Year 1, Summer
- MR 100 Introduction to Radiologic Technology/Lab 3

Year 1, Fall
- MR 101 Radiologic Procedures & Related Anatomy I and Lab 3
- MR 111 Radiologic Imaging I and Lab 3
- MR 120 Radiologic Clinical I 3
- Non-Radiography course 3
- Non-Radiography course 3
- Year 1, Spring
- MR 102 Radiologic Procedures & Related Anatomy II and Lab 3
- MR 112 Radiologic Imaging II and Lab 3
- MR 131 Radiologic Physics 3
- MR 121 Radiologic Clinical II 3
- Non-Radiography course 3
- Non-Radiography course 3
- Year 2, Summer
- MR 220 Radiologic Clinical III 6

Year 2, Fall
- MR 201 Radiologic Procedures & Related Anatomy III and Lab 3
- MR 211 Radiologic Imaging III and Lab 3
- MR 231 Radiation Biology and Protection 3
- MR 221 Radiologic Clinical IV 4
- Non-Radiography course 3
- Year 2, Spring
- MR 240 Advanced Radiologic Procedures/Lab 3
- MR 250 Radiologic Pathophysiology 2
- MR 222 Radiologic Clinical V 4
- Non-Radiography course 3
- Non-Radiography course 3

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) prescribed non-Radiography courses are:
- EN 105 Writing Seminar 3
- EN 106 Critical Reading, Thinking and Writing 3
- ID 304 Exploring Ethics 3
- MA 210 Statistics 3
- PS 203 Introduction to Psychology 3
- SO 201 Introduction to Sociology 3
- SP 100 Spanish for Health Professionals 3

COURSE DESCRIPTIONS

MR 100 Introduction to Radiologic Technology and Lab (3 Credits)
This course is designed to assist the student to become familiar with the basic equipment operations, image production, radiation protection, radiographic procedures, patient care settings and skills associated with the profession of Radiography. A combination of lectures, guided self-study, guest lecturers and laboratory experiences will assist the student to develop all cognitive, affective and psychomotor skills prerequisite to safely and efficiently enter the clinical environment.

MR 101 Radiologic Procedures and Related Anatomy I and Lab (3 Credits)
In this first of a series of three procedure courses, students will learn how to safely and efficiently move/manipulate typical types of radiographic equipment, lockers and accessories. The student will also study the anatomic structures/organisms associated with; and the standard body/part positions, which are fundamental to the performance following exams: Commonly performed views of the Chest; Abdomens; Routine Upper Extremity; and Routine Lower Extremity. Learning activities will include classroom presentation, guided self-study exercises, demonstration, and practice. Student first level performance competency will be evaluated in the lab setting.

MR 102 Radiologic Procedures and Related Anatomy II and Lab (3 Credits)
In this second of the three procedure courses, students will continue to learn the gross and topographic anatomic structures and medical terminology while demonstrating, with evaluations, in
MR 111 Radiologic Imaging I and Lab (3 Credits)
In this first of a series of three imaging courses, students will learn the basic elements common to all forms of medical imaging utilized in Radiology Departments today. Principles, concepts and applications of Imaging Science will be studied within the framework of film/screen and digital/computed radiologic imaging as well as fluoroscopic imaging. A general, introductory application of signal theory to Computed Tomography, Magnetic Resonance Imaging, and Nuclear Medicine Imaging will also be presented. Exposure factor manipulation, equipment utilization, and concomitant theoretical foundations relevant to the production various degrees of Radiologic Density/Brightness will be studied. Manipulation of these factors and associated equipment within structured laboratory exercises will assist the student in the application of their learning to the production of consistent, quality images.

MR 112 Radiologic Imaging II and Lab (3 Credits)
In this second of the three imaging courses, students will further analyze the production/creation/ manipulation of radiographic density/brightness plus a detailed analyses of factors producing radiographic contrast and detail/spatial resolution. Methods of “Image Archiving” and PACS transmission will also be studied. Laboratory exercises employing film/screen, Computed Radiography and Direct Digital Radiography, will assist the student in application, manipulation and adjustment of the factors studied, with the goal being to produce consistent, quality images.

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 practical skills practice associated with procedure performance c) competency assessment and d) post clinical competency assessment continued performance/practice of the Radiologic Procedures. Students will study Radiologic Procedures & related Anatomy I and Lab. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected Radiographic exams.

MR 121 Radiologic Clinical II (3 Credits)
Students will learn more advanced procedures, completion extremity work and the addition of cervical, thoracic, lumbar, and sacral spine. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected, related Radiographic (and in selected cases, Fluoroscopic and bedside/portable) exams.

MR 131 Radiologic Physics (3 Credits)
An initial unit of study of the fundamental theories and principles relevant to the practice of radiologic science. Fundamentals of Physics, will be followed by a conceptually based study of atomic structure, electricity, magnetism and electromagnetism. In addition, students will be studied the physical principles relevant to: (a) the function/operation of X-Ray generating equipment; (b) five of the interactions of x-radiation with matter; and (c) Radioactive Decay processes. Correlations between the principles learned and procedures/practices involved with the production of radiographic images will also be studied.

MR 201 Radiologic Procedures and Related Anatomy III and Lab (3 Credits)
In this third of the three procedures courses, students will learn the gross and topographic anatomical structures as well as relevant body positions and sequences which are associated with Radiographic Exams of the cranial, Emergency Room Radiography and Genito-Urinary Imaging. Concurrently, the routine body positions required to obtain routine Radiographic images for these exams will be practiced and evaluated within laboratory sessions. In addition, students will be presented the anatomy and positioning views associated with Mammmography. A review of exams covered in prior semesters will also occur. Presentation of a self produced case study and a self produced, self-critiqued video-tape of their performing and describing selected studies are course requirements.

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. In addition, students will study the general operation/function of CT and MRI equipment.

MR 220 Radiologic Clinical III (6 Credits)
The summer term will focus on a two-week academic and lab component focusing on learning (a) the anatomy and positioning for selected views associated with gastrointestinal imaging and (b) the anatomy and performance of Venipuncture for the purpose of contrast agent administration. This intensive experience will help students develop a higher level of performance 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 incorporated.

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

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

MR 240 Advanced Radiologic Procedures (3 Credits)
Selected exams in Cardiovascular/Peripheral-Vascular Imaging and Interventional Radiology will be studied. In addition, students will learn the fundamentals elements of Body Sectional Images in the Axial, Coronal and Sagittal planes. Lastly, students will engage in an intensive review of all material covered in prior semesters followed by comprehensive performance testing, with established minimum acceptable criteria, in those materials. Outcome written and job interviewing skill development will also be addressed. The course will consist of a combination of classroom sessions, computer lab exercises, home study assignments and guided self-study exercises.

MR 250 Radiologic Pathophysiology (2 Credits)
In this course, common radiologic findings relating to those exams which were covered during the prior semesters will be presented. Basic pathophysiological processes relating to those findings will also be covered. Emphasis will be placed on the student’s ability to increase their proficiency in assessing the diagnostic completeness of the images they produce. The course will combine guest lectures from Radiologists, guided self-study exercises and class room discussions.

Social Work

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 personal 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 licensing, 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 has a promising record of a social work students at Regis to take
SW 320 Child Welfare
This course will explore the history and mission of child welfare 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 and policy issues. Students will learn about the concepts of risk, vulnerability, and resilience in children who are in child welfare agencies. Prerequisite: SW 202.

SW 325 Social Work Practice in Health Care Settings
This elective course will explore social work practice in health care settings from a bio/psycho/social/spiritual perspective. It will include material on ethical dilemmas, social work values, access to health care, populations at risk and sensitivity to diversity. Students will explore the meaning of illness in people’s lives, how patients express disability, chronic and terminal illnesses, trauma, grief and loss. The role of social work as part of an interdisciplinary team that emphasizes a strengths perspective and wellness model will be discussed. Students will learn about medical social work in a variety of health care settings, including inpatient and outpatient, clinics, home care, and hospice. Students will examine their own personal attitudes about health and illness, grief and loss to increase their self-awareness of work in this field.

SW 327 Social Policy and Social Change
This course provides students with skills to evaluate, draft, and reform social policies. Course content will cover political advocacy, community organizing strategies, and ethical dilemmas in designing social policies and the legislative process. We will also explore and debate the rights and responsibilities of government, citizens, and corporations in a just and humane society. Prerequisite: SW 202 or permission of instructor.

SW 330 Theory and Practice of Social Work I
This course provides students with an overview of the different phases of social work: individual, families, groups, and larger systems: engagement, data collection, assessment and intervention, and termination. Students will learn to apply the theory to practice using case material. Students will develop skills in interviewing, critical thinking, and self-reflection. Ecological theory, the problem-solving method, and a strengths perspective will be the theoretical underpinnings of the course. Prerequisite: SW 202, Co-requisite SW 303A.

SW 331 Theory and Practice of Social Work II
This course will provide an integration of theory and practice from a generalist social work perspective. Course content will focus on a variety of intervention strategies with children, adolescents, and adults. Students will develop skills in the following areas: interviewing, organizational assessment and change, community assessment, and practice evaluation. Child therapy, family assessment, and group therapy also will be discussed. Prerequisites: SW 202, 303A, 340A, 330. SW 410C must be taken concurrently or prior to taking this course.

SW 335, SW 336 Field Placement (two days a week/sixteen hours)
Field Placement is a yearlong course that is taken concurrently with SW 337 and 401. Students are placed in a variety of social work settings. Under the supervision of an MSW, students will learn the social work role in their agencies and have opportunities to work with a range of client systems. Tasks may include assessment, advocacy, case management, family work, group work, and community intervention. Students will be expected to complete a total of 416 hours in the field for the year. Prerequisites: SW 202, 303A, 340A, 330, 341, 410C. Students will take SW 337 and 401 concurrently with their field placements.

SW 337 Field Placement Seminar
This course is taken concurrently with SW 335, the Field Placement during the first two years. It is designed to help students in their field placements and provide a structured environment to discuss students’ field experiences. Students will concentrate on developing skills required in agency work, including use of supervision, collaboration with other professionals, legal and ethical issues, case management, and documentation. Students will discuss cases involving poverty, ethical dilemmas, and diversity. Prerequisites: SW 202, 303A, 340A, 330, 341, 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 consolidating clinical interviewing skills. Students will practice and enhance traditional interviewing skills and will also learn non-traditional methods of assessment and intervention, such as role-playing, scripting, and using drama and metaphor. Prerequisites: SW 202, 303A, 330.

SW 340 Contemporary Social Problems
This course provides students with knowledge about contemporary social problems from an ecological perspective. Classes will explore the ethical implications of these social problems and the role of government in setting policy. Students will develop potential strategies for addressing these problems with individuals, groups, families, and communities.

SW 342 The Baby Boom Generation: Adults in Midlife
This course studies adults in midlife, from a bio/psycho/social perspective, as the segment of the population projected to experience the greatest growth in the next decade. Theories of adult development will be reviewed with emphasis on contemporary research with this age group. Course content includes material on changes in family roles and relationships in midlife, and work for older adults, age discrimination in the workplace, caregiver roles and responsibilities, issues for ethnic minorities in midlife, alternative approaches to retirement, factors that contribute to productive aging and social work interventions. Client empowerment and a strengths-based perspective will be emphasized throughout the course. The course will explore micro, mezzo and macro practice implications and interventions for this population. This course will have particular relevance for social work, nursing, psychology and sociology students.

SW 344 Coping with Death/Dying
Introduces students to the subject of death, dying, bereavement, and spirituality. Includes content on the meaning of death from many different theoretical and cultural perspectives. Course content 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 research in social work, 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 independent. Social work students who have completed course work will complete a research project. 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.
level. The focus of the course could vary from year to year and include such subjects as health care, disasters, poverty, sex trafficking or genocide and child soldiers. The course could involve travel to another country. Prerequisites: SW 202. If travel is involved, students will need to provide three letters of reference and be interviewed by social work faculty before being accepted into the course.

SW 401 Integrating Seminar
This course is designed for senior social work students as their final class in Social Work; it is an opportunity for students to integrate and demonstrate their learning in social work as a result of required classes taken at Regis to satisfy the requirements for a BSW degree. Students will complete a research paper for the course that relates to their field placement. Prerequisites: SW 202, 303A, 304A, 327, 330, 331, 335, 347, 410C. Students will take SW 336 concurrently with the Integrating Seminar.

SW 410C Internship
The junior internship in social work is a semesters-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, 303A, 304A, 330. This course is taken concurrently with SW 331.

MINOR

SO 201 and five sociology electives of student’s choice (of which one may be a Social Work course)

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 gender, racial, economic, and social class divisions.

SO 205 Social Problems
Sociological perspectives and theories are used to study major social problems confronting the United States and the world today. Among these are problems in race, gender, poverty, work, family, education, crime, health care, the environment, drugs, the media, politics, and others. Possible solutions to these problems are also explored.

SO 212 Children in Society
Approaches to understanding children and their social environments. This includes society’s response to accelerating rates of childhood poverty, child abuse, the impact of changing family structures, and 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 societies.

SO 215 Community and Humanity
Living in communities—small groups where neighbors meet often, share, and cooperate—has been part of life. We explore the nature of communities in different societies, and study and debate the sociological perspective that communities have been declining and disappearing since the rise of industrialism. We also examine ways to preserve and restore community.

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 of nonviolent theory) and a practical focus (by training students in techniques of non-violent communication and new approaches to conflict resolution).

SO 301 Social Research Seminar
Applies the major methods of sociological research to the study of an issue, topic or problem in contemporary American society. The preparation and written and oral presentation of students’ individually designed research projects comprise the major portion of the course. Prerequisites: SO 201, 205, 309.

SO 303A Oppression, Prejudice, and Discrimination
Studies groups that are oppressed, discriminated against, and stereotyped because other groups exploit them economically and politically because of cultural and behavioral differences. We study the social, political, historical, economic, and cultural experiences of oppressed groups (“minorities”) and we compare these traditional “minorities” to women, older people, people with disabilities, and others.

SO 306 Changing Families
Examines the historical, social, political, and economic conditions that shape family life (love, marriage, childbirth, and so on), with special emphasis on the roles and lives of women in families. Also studies various perspectives on the conditions of families today.

SO 307A Values, Interests, and Conflicts
Explores the theory that societies, groups, and individuals are constantly in debate and conflict over what is “normal” and what is “deviant” behavior, because of different values and differing political and economic interests. We study this social and political process by exploring historical and contemporary debates on drugs, reproductive rights, sexual harassment, lesbians and gay men, corporate and government crimes, and related issues.

SO 309 Methods of Sociological Research
Introduces theories and methods of social research, conceptualization, research design, empirical tools, analysis, and interpretation. This course introduces students to both quantitative and qualitative methods of research by providing “hands-on” exercises in surveys, interviews, field research and content analysis. Prerequisites: SO 201, 205.

SO 315 Social Interaction in Everyday Life
Examines how individuals communicate and the sense they make of that communication. Seeks to uncover the taken-for-granted methods we use in our personal life to understand and interpret experiences, events, and objects. Considers differences that result when gender is considered.

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

SO 324 Juvenile Delinquency
Examines definitions, 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 353 Aging and Society
Studies the social aspects of the process of aging, the social consequences of being old, the sociological concept of old age, and the social situation of the old, their rights and obligations, and the way they are treated. Historical and cross-cultural perspectives on aging and old age will be used to illuminate the American situation.

SO 354 Women in Society
Explores some cultural and social definitions and interpretations of 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 of health care. The course explores challenging and provocative literature and research in the growing field of sociology of health that point to the critical role of culture in causation, experience, treatment, and healing of contemporary forms of illness and disease.

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.

SO 402 Coordinating Seminar
Draws from and expands on students’ previous work in sociology and other social sciences around a topic or problem of contemporary American society. Prerequisites: SO 201, 205, 301, 309.

SO 409, 410 Individualized Study

SOCIOLOGY

Kathleen Kautzer, Department Chair
Michelle Cromwell • Brian Rich • Chad Smith • Barbara Worley

Sociology involves a special way of thinking, a sociological imagination. It helps us see that we and shape and build society by our actions and that we are shaped by society. Developing a global perspective and understanding social change are part of that imagination. The scope of sociology ranges from the study of passing encounters between individuals on the sidewalk to the study of global social developments such as the rise of Islamic fundamentalism.

MAJOR

SO 201, 205, 301, 309, 402, and five elective sociology courses (of which one may be a Social Work course)
305 or equivalent. The latest literary trends in Spain will be examined. Prerequisites: SP 305, 306 or equivalent.

**SP 318 Spanish Literature from Twentieth Century to the Present**

This course will introduce you to the most famous reads will be discussed and analyzed along with women writers. Students are exposed to the latest multi-media presentations relevant to the course. Prerequisites: SP 305, 306 or equivalent.

**SP 311, 312 Latin American Literature**

A study of the main writers and trends in Latin American literature. Prerequisites: SP 305, 306 or equivalent.

**SP 314 Spanish Cinema**

An examination of the work of Luis Buñuel, considered the father of modern cinema. A distance-learning course in English examining the films as literature. Spanish majors and minors will be required to do the written assignments in Spanish. Prerequisite for Spanish majors and minors: SP 305 or equivalent.

**PREREQUISITES FOR SPANISH MAJORS AND MINORS:**

Any four courses that include a selection from SP 305 and Spanish courses at the 300 or 400 level. Junior program in Spain can be substituted for SP 301, 302.

**MINOR SPANISH**

**Required for the Minor**

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

**COURSE DESCRIPTION**

**SP 100 Spanish for Health Professionals**

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

**SP 101, 102 Introductory Spanish**

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

**SP 201, 202 Intermediate Spanish**

Review of grammar. Additional practice in the language. Reading of selected texts for acquiring an acquaintance with the Hispanic world. Prerequisites: SP 101, 102, or two or more years of high school Spanish or equivalent.

**SP 203 Introduction to Literature in Spanish**

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

**SP 205 Hispanic Culture**

This course exposes the student to various aspects of culture in the Spanish-speaking world, as reflected in art, music, history, customs, and literature. Course taught in English. Spanish majors and minors are required to do some readings in Spanish and submit written work in Spanish.

Prerequisites for Spanish majors and minors: SP 203 or equivalent.

**SP 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, 306 or equivalent.

**SP 305 Advanced Spanish Grammar and Composition**

An advanced course designed to develop clarity of expression in the written language. Intensive study of grammar. Extensive writing assignments. Prerequisites: SP 203 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, Felencio García Lorca, and others. Prerequisites: SP 305, 306 or equivalent.

**SP 308 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, Realism, and Nationalism. 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
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 of creating a Documentary Theatre script. Focus is on combining oral histories with research on a specific historical event and theatrical period. Methods and practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

DA 319 Styles of Dance in World Cultures
Study of dance styles including those from African, Asian, European, Caribbean, and Native American traditions. Creative projects in discovery and exploration of movement and imagery. Focus on incorporating styles of dance into choreography for the modern stage.

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

TH 325 Drama as a Learning Medium
The use of drama as an effective tool for learning. History and scope of the international Drama-in- Education movement. Assessment of learning needs, drama methods and techniques, practical applications for the classroom and professional settings, creation and implementation of interactive drama structures, evaluation.

TH 327 Museum Theatre
Focusing on the development of Museum Theatre in the United States and abroad, this course explores how drama and theatre are employed in science museums, historical sites, art museums, aquariums, and children’s museums. The course includes field trips to several local museums that have established Museum Theatre programs. Students will analyze existing programs and develop a drama/theatre project based on an exhibit at a selected museum. (Field trip fees apply.)

TH 320 Special Topics in Theatre and Dance
Through in-depth examination of selected topics in theatre and 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

WOMEN’S STUDIES

The Women’s Studies Program enables female and male students to achieve a more complete understanding of human experiences of gender by developing new critical and creative skills in investigating women’s experience. As an interdisciplinary program, it complements virtually any major and can contribute significantly to students’ personal growth.

The Women’s Studies Program annually awards the Mary C. Bryan Women’s Studies Award, which is given for student works which in some way enhance understanding of women’s experience. All students enrolled in a degree program at Regis College are eligible to submit works for the Mary C. Bryan award.

MINOR

WOMEN’S STUDIES

Required for the Minor
WS 201
Five courses representing at least three different disciplines on the approved list of Women’s Studies courses.

Cross-listed Women’s Studies Courses include
AR 307; CO 207, 220; EN 211, 302B, 324, 401A; EN/HI 348; HI 211, 212; MU 306;
PH 314; PS 320; RS 318; SO 213, 306, 353, 354; SP 402; SW 327; TH 206, TH/HI 311

COURSE DESCRIPTION
WS 201 Introduction to Women’s Studies
An exploration of perspectives through which women, as a topic of study, can be approached: historical, sociological, crosscultural, biological, political and psychological. Integrates personal experience with discussions of gender, contemporary issues, and feminist theories.

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 adviser upon acceptance as a matriculating student. The adviser will help the student to plan a study program and choose courses for each semester.

Transfer Credit
Transfer of credit from another approved institution of higher learning will be allowed if it is for graduate work done within five years prior to enrolling in Regis College and the grade received for the work is not less than B-. No more than two courses (six credits) may be transferred. Since graduate programs are standard-based, only those courses will be accepted that correlate with standards for the particular component of the program in which the student is enrolled. Students applying for transfer credit are required to submit to the appropriate graduate program director a transcript and a syllabus or detailed course description of those courses for which they are requesting transfer credit.

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. The policy and procedures relating to an incomplete are discussed earlier in this Catalog under General College Policies & Procedures. If a student withdraws before the sixth scheduled class meeting in a traditional semester course, the student will receive a W on the academic record; if after the sixth meeting and passing, W; if failing, WF. If a student withdraws from a non-traditional course (i.e. turbo, hybrid or monthly/weekend format), the student will be evaluated on an individual basis.

Time Limit and Registration Requirements
The time limit for completion of all Regis College master’s degree requirements, including any research or thesis project, is five years (for programs with 36 credits or less) or seven years (for programs with more than 36 credits) from the date of matriculation. This includes the semester in which the degree is awarded. Students who are unable to complete their program requirements within the specified number of years can apply for an extension of time from their Graduate Program Director.

Registration in a minimum of two semesters per year is required to assure steady progress toward completion of the degree, except when a leave of absence has been granted. (See below). The names of persons not registered or not on an approved leave of absence for three consecutive semesters may be removed from the roster.

At the thesis or dissertation stage, students must maintain continuous registration, unless a leave of absence has been granted. Students who have completed or have already enrolled for all needed credits and who need to maintain continuous enrollment while completing a thesis, project, or other degree requirements must enroll for the one credit Graduate Seminar (GD 999) and pay a $150 enrollment maintenance fee in addition to any other required fees. This fee provides the student with access to college facilities and regular contact with faculty advisors and/or committee members.

Leave of Absence for Graduate Students
A leave of absence is intended to recognize situations in which a student, for sufficient reason, temporarily can make no progress in her/his graduate program. During such a leave, a student has no access to college facilities and should not expect to have regular contact with advisors or committee members. A leave, however, does not extend the overall time limitation on degree programs. Leaves of absence are granted on a per semester basis for a maximum of two consecutive years by petition to the Graduate Program Director/Chairperson and School Deans.

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.

Procedures and Student Qualifications
Undergraduate students with an overall GPA of at least 3.0 and with at least two completed full-time semesters (or equivalent) at Regis and one additional completed full-time (or equivalent) semester at Regis or another accredited college or university may seek permission to enroll in a graduate level course no earlier than the spring term of their junior year. The qualified student must meet with the appropriate graduate program director and undergraduate advisor. With the written approval of both, the student may enroll in the specified graduate level course(s). These graduate courses provide academic credit toward completion of the bachelor’s degree and, with the grade of B- or better, will fulfill some of the course requirements of the Regis graduate degree. A lesser (but passing) graduate course grade may only count toward the baccalaureate degree and will not count toward the graduate degree.

The Graduate Record Examination or similar qualifying examination will be waived for Regis students who achieve grades of B- or better in at least two Regis graduate level courses. Formal admission into a Regis master’s program will be available for these students upon completion of the Regis baccalaureate degree with a cumulative GPA of 3.0 or better and upon completion of the appropriate graduate application process (which may include letters of reference).

Other College Policies
All general college policies are applicable to graduate students.

Program Specific Policies
Individual programs may have additional handbooks, guidelines and/or addenda, the policies of which take precedence.
GRADUATE admission

Regis College offers rolling admission: Graduate students may apply for admission at any time during the year. 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 following graduate programs:

- Nursing (MS)
- Applied Behavior Analysis (MS)
- Health Administration (MS)
- Communication (MS)
- Regulatory and Clinical Research Management (MS)
- Heritage Studies for a Global Society (MA)
- Biomedical Sciences (MS)
- Medical Imaging—Nuclear Medicine Technology (BS)
- Integrative Health (Certificate)
- Public Health (Certificate)
- Gerontology (Certificate)
- Health Informatics (Certificate)

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.

* For students applying to the Graduate Nursing Program, the application fee is $75. Two letters of recommendation are required. Please consult the Office of Graduate Admission for current application deadlines, and to determine if any additional materials are necessary: 781-768-7330.

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

FINANCIAL AID for graduate students

All students applying for need-based assistance must complete the following:

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

Types of Financial Aid

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

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.

Office of Financial Aid
Regis College
235 Wellesley St.
Weston, MA 02493-1571
Phone: 781-768-7180
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 781-768-7206 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

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 statement. 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.

Payments 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 https://ipayvirtual.eposasp.com/Default.aspx?ID=1266
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 $200 graduation fee will be charged to all graduating students.

Technology Fee: For some students a technology fee may apply.

Refund Policies
These refund policies apply to a student who withdraws, drops out, takes a leave of absence, or otherwise fails to complete an enrollment period.

Enrollment periods are on a semester basis for the academic year of September through May. A separate refund schedule applies to courses offered in the summer sessions.

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

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<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>
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<tr>
<td>During the 1st and 2nd week of classes</td>
<td>80%</td>
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<tr>
<td>During the 3rd week of classes</td>
<td>60%</td>
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<tr>
<td>During the 4th week of classes</td>
<td>40%</td>
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<tr>
<td>During the 5th week of classes</td>
<td>25%</td>
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<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 Sallie Mae Tuition Payment Plan, Swansea, MA, 800-635-0120. The company may also be reached at its Website at www.tuitionpay.salliemae.com. The amount budgeted may be paid in ten monthly installments for full-time students (payments commencing June 1) and in four or five monthly installments per semester for part-time students. There are nominal annual or per semester application fees for the plan. There are no interest or other finance charges.

Tuition Pay budget plans terminated for non-payment may result in the assessment of late payment charges by the College.

Statement of Account
For the convenience of students, financial aid which has been tentatively awarded by the Office of Financial Aid is shown in an Estimated Aid section of the Statement of Account and is deducted from the balance due on the presumption that the amount listed will be received in due course by the College. If the student was awarded financial aid and it does not appear on the bill, this means the aid has not been completely processed and cannot be officially credited to the bill. In that instance, the bill may be subject to an assessment of late payment charges if not resolved in a timely manner. The student should immediately contact the Office of Financial Aid to determine the status of aid awarded should it not appear on the Statement of Account. Federal Work-Study or Institutional work awards are wages to be earned at a future date and do not appear on the student bill. Certain types of aid when actually credited by the College may differ from the estimated aid on the bill. For example, the financial aid award may change if the student decides to change from resident to commuter status or when a student changes from full-time to part-time enrollment. Should this occur, revised financial aid amounts, if any, will be reflected on the next billing.

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to the College. Federal Stafford Loans, for example, are subject to fees of 1 to 3 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans. Students who expect to receive financial aid or loans from any source, including the College, should begin their application process well in advance of the beginning of the Academic Year.

Outside Scholarships/Awards
Students who have been awarded an outside scholarship may deduct it from the bill only if they furnish the Bursar’s Office and the Office of Financial Aid with a copy of the notification of award prior to the billing due date. A credit will not appear on the bill until 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.
Organization and Administration
Graduate programs are administered by the graduate program directors in conjunction with the Dean’s of their respective school.

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 is a Master of Arts in Heritage Studies for a Global Society.

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

- The Master of Science in Applied Behavior Analysis (ABA) is designed to prepare students to address the behavioral needs of individuals across diverse settings. Applications of ABA are most commonly associated with special education and providing behavioral treatment for individuals diagnosed with developmental and intellectual disabilities (e.g., Autism Spectrum Disorders); however, ABA also includes diverse applications such as general education, organizational behavior management, behavioral medicine, behavioral pharmacology, and exercise and health. The 42-credit program is designed for busy professionals with courses offered in evenings and weekends.

The Master of Science degree in Nursing Program has multiple entry points/tracks:

- The Master of Science in Nursing Upward Mobility track for nurses with an associate’s degree or diploma in nursing.
- The Master of Science in Nursing track for nurses who have earned a BS in nursing.
- The Master of Science in Nursing track for non-nurses who have earned a BA or BS in another field.

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

- Nursing Leadership/Health Administration,
- Nursing Leadership/Regulatory and Clinical Research Management,
- Nursing Leadership/Health Informatics,
- Nurse Practitioner (Family, Pediatrics, Women’s Health, Psych Mental Health, Adult/Geriatric) and
- Clinical Nurse Specialist (Adult Acute/Critical Care).

The Master of Science in Organizational and Professional Communication enables students to become successful professionals who can compete in the challenging communication job market.

The Accelerated BS in Medical Imaging—Nuclear Medicine (for students holding a BA or BS in a nonmedical imaging field) is geared for students with a previous non-medical imaging degree, who have the professional goal of practicing as a Nuclear Medicine Technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent Nuclear Medicine Technologist.
Graduate program courses are offered in each of four sessions: fall, spring, summer session I, and summer session II.

Certificates

The four-course Graduate Certificate in Regulatory and Clinical Research Management has two specialization tracks, Regulatory Management and Clinical Research Management. The Certificate courses provide essential information needed for careers in medical product regulatory affairs and in clinical research administration.

The four-course 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.

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

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

Doctoral Degrees Offered

Regis College offers the Doctorate of Nursing Practice. This is a practice degree, with a strong focus on research and evidence-based practice. Areas of concentration include: Gerontology; Health Informatics, Health Policy, Integrative Health, Nursing Education, and Nursing Leadership.
Concentration Electives (9 Credits)

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

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

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

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

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

Capstone Experience

The Capstone Experience brings Heritage Studies students from all concentrations together in a single colloquium setting to share what they have learned, discuss research, and lead discussions which put their unique perspectives in dialog with the program’s common themes. The colloquium will conclude with a comprehensive exam and presentations of each student’s thesis or culminating project (e.g., curriculum design, museum exhibit, performance, etc). All MA students must register for HI 508D Colloquium to complete the required capstone experience.

4+1 MASTER OF ARTS, HERITAGE STUDIES

Qualified undergraduate students with a GPA of 3.0 or higher may begin taking graduate courses in the second semester of their junior year. Students should follow a fifth year curriculum plan (see sample below), enrolling in no more than one graduate course per semester. Prior to registration students must complete an “Intention to Pursue Regis College 5th Year Graduate Program” and secure signatures from a faculty advisor, the graduate program director, and the graduate admissions director. The completed form must be returned to The Office of Graduate Admission, College Hall 216.

Sample Plan

Spring Junior Year
- Experiential and Community-Based Learning Elective

Fall Senior Year
- HI 501 Historiography and Methods

Spring Senior Year
- HI 601 Fieldwork Research Methods

Summer I
- RS 551 Social Ethics

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

Summer II
- HI 512 Advanced Practice in Professional History

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

COURSE DESCRIPTIONS

HI 500 Ethnohistory: an Introduction
The course introduces students to the theory, methods, and practices of ethnohistory. Students will learn how to use historical and ethnographic data, in addition to less traditional data such as material culture, memory, museums, folklore and oral history, art, music, language, etc., to understand the histories of particular cultures which may or may not exist in the present.

HI 501 Historiography and Methods
This seminar is an historical survey of major problems in European and American historiography and philosophies of history from ancient times to the present. Students will become familiar with the key questions regarding the nature of historical knowledge, and will be able to articulate various responses to these questions. History, as a discipline, will be considered in terms of theory and practice. In addition, the course will provide an introduction to basic historical research methods and how these methods relate to the methods of other discipline in the social sciences and humanities.
HI 502C Seminar: Problems in Archaeology
A study of theoretical approaches to archaeological problems and new techniques used to solve these.

HI 502D Seminar: The Writer as Historian
By studying novels and watching plays of writers of different nationalities and ideological persuasions, the seminar will seek a more direct and personal understanding of some of the major intellectual, political, and social conflicts of the twentieth century.

HI 508B Colloquium: International Studies
The colloquium is designed for upper level undergraduate and graduate students. It is an intensive, interdisciplinary research oriented course, culminating in a thesis paper. Themes will vary from year to year depending on interest, need, and available faculty.

HI 511 (TH 511) Oral History and Performance
This course takes students through the process of creating a documentary theatre script. Its focus is on combining oral histories with research on a specified historical event and theatrical period. It teaches professional methods and provides practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

HI 512 Advanced Practice in Professional History
This course will be offered as a colloquium or on an individual basis depending on interest and available faculty. It will expose students to tasks and necessary skills of the contemporary historian. Students will participate in research, writing, presentation, teaching, grant writing, public history, and museum work. The particular methods and approaches of each task will be explored early in the semester. By mid-semester, students will dedicate twenty-five hours either in the Spellman Museum of Art or the JEH粽子 Museum.

HI 544 Ethnicity in Modern American Culture
This course traces the American story as one of immigration. It is rooted in the idea that the United States is a nation comprised almost entirely of immigrants and the descendants of immigrants. Using novels, film, and historical documentation, the course will examine immigration as a major force in the shaping of American culture and society and as a central event in the lives of many Americans, basically asking: How are immigrants affected by American culture, and conversely, how is American culture affected by immigration? Other issues to be addressed include assimilation, ethnic identity, race, and immigration. It covers race and ethnic divisions, discrimination, conflict and cooperation.

Additionally, it analyzes the impact of global processes on race and ethnicity. These concepts will be fleshed out through an intensive process of reading, critical thinking, writing, and speaking.

HI 601 Fieldwork Methods
This course will focus on cultural research design and ethnographic field methods. Instead of conducting a historiographic survey of literature on ethnography and the component field methods, the course will address 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, freestyles, 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 internship.

DA 519 Styles of Dance in World Cultures
Study dance styles including those from African, Asian, European, Caribbean, and Native American traditions. Creative projects in discovery and exploration of movement and imagery. Focus on incorporating styles of dance into choreography for the modern stage.

TH 511 Oral History and Performance
Process of creating a Documentary Theatre script. Focus is on combining oral histories with research on a specified historical event and theatrical period. Methods and practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

TH 525 Drama as a Learning Medium
The use of drama as an effective tool for learning. History and scope of the international Drama in Education movement. Assessment of learning needs, drama methods and techniques, practical applications for the classroom and professional settings, creation and implementation of interactive drama structures, evaluation.

Masters of Arts in Teaching - Elementary

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

Leona McCaughey-Oreszak, Program Director
Sister Judith Costello
Sister Carmela Abbuzzese
Susan Erickson
Jamie Foss
Laurie Link
Cynthia Stellos Plehan
Barbara Dowds
Donna Rousseau
Susan Smith Porter
Bonnie Osborn
Jeffrey Dias
Rebecca DesRoches

Susan Smith Porter
Barbara Dowds
Donna Rousseau

Purpose:
The MAT Program in Interdisciplinary Studies is designed to prepare students with various educational backgrounds as elementary teachers:

- Those who have a bachelor’s degree and have earned their initial license.
- Those who have a bachelor’s degree and wish to earn their initial license* and MAT degree.
- Those who have a bachelor’s degree and have earned a professional license and wish to earn a master’s degree.

- The Initial Licensure component is a separate graduate program consisting of eighteen credits. It is generally completed prior to beginning the MAT degree.

Retention Criteria:
Graduate students must earn B- or better in each course to remain as graduate students. If a student does not meet this grade requirement in one course, that course must be repeated. If a second grade lower than B- is earned (same or different course), a student may not continue with graduate studies. Specific MTEL tests need to be completed successfully in order to advance in the Initial Licensure Program. (See specific tests under program requirements.)
Philosophy

Teaching is a most complex activity. It requires constant attention to the interaction of many variables: nature of the learner, teacher, knowledge, technique, school, community, and societal context. Such complexity demands that the teacher be a reflective, competent, and caring decision-maker.

Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is not static or discrete. Rather, it is continually constructed and requires connection and application. In order to contribute to that society, teachers and students must learn how to create meaning and how to see relationships. Given this complexity of teaching and its contexts, the MAT program in Interdisciplinary Studies seeks a vision of teaching where, in the words of John Dewey:

...the process of moral-intellectual development is in practice as well as in theory a cooperative transaction of inquiry engaged in by free, independent human beings who treat ideas and the heritage of the past as means and methods for the further enrichment of life, quantitatively and qualitatively, who use the good attained for the discovery and establishment of something better.

—Introduction to The Use of Resources in Education (Clapp)

Program Model

There are four interrelated components to the MAT program:

- The first component involves the study of the contexts of teaching—one’s individual orientation and the broader societal institutions. These components emphasize the development of the graduate teacher as a reflective decision-maker interacting in the classroom and responding to family and community influences.

- The second component addresses subject matter competency from an interdisciplinary perspective. This approach to subject matter stresses the generative nature of knowledge and the importance of integration and application.

- The third component centers on the elementary student: knowledge of how children acquire and develop language, how they learn, how they progress through stages of development is addressed.

- The fourth component is the research project. This experience offers the graduate teacher the opportunity to be the reflective decision-maker and researcher: the graduate teacher who designs, plans, and carries out an appropriate research project.

Course of Study

The curriculum for the MAT program is one that is based on an interdisciplinary orientation to knowledge. Graduate students will approach their study in the curricula courses as humanists, who use the good attained for the discovery and establishment of something better.

Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is not static or discrete. Rather, it is continually constructed and requires connection and application. In order to contribute to that society, teachers and students must learn how to create meaning and how to see relationships. Given this complexity of teaching and its contexts, the MAT program in Interdisciplinary Studies seeks a vision of teaching where, in the words of John Dewey:

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- The fourth component is the research project. This experience offers the graduate teacher the opportunity to be the reflective decision-maker and researcher: the graduate teacher who designs, plans, and carries out an appropriate research project.

Course of Study

The curriculum for the MAT program is one that is based on an interdisciplinary orientation to knowledge. Graduate students will approach their study in the curricula courses as humanists, social scientists, and natural scientists. Using the Massachusetts Curriculum Frameworks as a base, students will make connections and see relationships among the various disciplines. In order to transfer the methodology used in the graduate classroom to that of the elementary school, attention must be given to the development of the teacher and the elementary child. Teachers will approach these components as reflectors on the teaching/learning process, the cultural and historical foundations of schools, and the contexts of developmental psychology.

Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is not static or discrete. Rather, it is continually constructed and requires connection and application. In order to contribute to that society, teachers and students must learn how to create meaning and how to see relationships. Given this complexity of teaching and its contexts, the MAT program in Interdisciplinary Studies seeks a vision of teaching where, in the words of John Dewey:

...the process of moral-intellectual development is in practice as well as in theory a cooperative transaction of inquiry engaged in by free, independent human beings who treat ideas and the heritage of the past as means and methods for the further enrichment of life, quantitatively and qualitatively, who use the good attained for the discovery and establishment of something better.

—Introduction to The Use of Resources in Education (Clapp)
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.
 Course Descriptions - Graduate Teaching

**ED 602 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 strategies for addressing these needs will be included. A field-based experience is required.

**ED 511 Teaching Today: Social Aspects**
The focus of this course is on the teacher in relationship to the many and diverse social contexts in which education occurs—family, school, community, and world. Students will be assisted in developing an historical/sociological perspective and in understanding and acting upon present realities. Topics include social class, gender, ethnicity, school, culture, educational goals, community resources.

**ED 512 Children’s Language and Learning**
This course focuses on the acquisition and development of children’s language, the role of language in learning at the elementary and secondary levels, and issues of linguistic and communicative competence. Students will gain an understanding of theoretical perspectives and current research findings and of how these apply to the classroom. Specifically, the course will focus on the tasks involved in first and second language learning (acquisition and development), what the learner brings to the task, and how the environment contributes to that process. Language disorders and the language behaviors of socio-culturally different children will be discussed, including the integration of children into the mainstream classroom.

**ED 514 Educating Children with Special Needs in the Regular Classroom**
This course will focus on learning problems in children resulting from such factors as borderline or below average intelligence (slow learner), developmental language difficulties, learning disabilities, cultural deprivation, emotional problems, or physical/psychological 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, a section of the course will deal with the gifted population and ways of challenging and providing for them in the educational setting.

**ED 515 Contemporary Issues in Special Education**
This course addresses the historical, philosophical, and ethical perspectives of education services for students with special needs. Federal and state laws and regulations pertaining to special education will also be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Exemplary programs, services provided by other agencies, assistive technology development of an individualized educational plan (I.E.P.), and relevant current literature are reviewed.

**ED 516 Developmental Issues and Learning in Students with Special Needs**
This course addresses psychological and developmental issues of children and adolescents with mild to moderate disabilities. Teachers will gain an understanding of theoretical perspectives and current research findings, and they will be expected to discuss applications to the classroom. The course will emphasize children’s and adolescents’ developmental stages and their ecological context, with particular emphasis on the family. Finally, issues in the inclusion of learners with special needs into the classroom will be discussed. The major foci of the course will be theory and research, case studies, and applications in the classroom.

**ED 517 Assessment of Students with Special Needs**
This course addresses the principles of nondiscriminatory assessment of children and adolescents with mild to moderate disabilities. It will provide experience with informal and formal assessment measures. Basic concepts of measurement will be covered so that students can evaluate test instruments and interpret test results knowledgeably. Current issues in the field of assessment will be discussed and ethical issues emphasized throughout the course.

**ED 518 Literacy Development Including Special Needs**
This course addresses the significant theories, approaches, instructional practices, and programs for developing reading skills and reading comprehension in children and adolescents with and without disabilities. It includes a study of the reading/writing processes, the development of reading/writing skills, and the transition to content area texts. Diagnosis and assessment of reading skills, including formal and informal reading assessment instruments, will be examined. Emphasis will be on differentiated instruction to meet the needs of diverse learners. A field-based experience is required.

**ED 519A/B Curriculum Adaptations/Differentiated Instruction for Students with Special Needs**
This course will address the design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Emphasis will be placed on differentiated instruction that focuses on developing appropriate strategies for meeting the needs of diverse learners. It will align the principles of inclusion with their educational implementation by exploring and applying instructional strategies and curricular adaptations that are most effective in the general education setting. ED 519A places emphasis on the elementary school child. ED 519B emphasizes the student in grades 5–12. A field-based experience is required and providing for them in the educational classroom environments for students with 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**
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 522 Teaching English Language Learners**
This course focuses on the acquisition and development of English language, the role of language in learning at the elementary and secondary levels, and issues of linguistic and communicative competence. Students will gain an understanding of theoretical perspectives and current research findings and of how these apply to the classroom. Specifically, the course will focus on the tasks involved in first and second language learning (acquisition and development), what the learner brings to the task, and how the environment contributes to that process. Language disorders and the language behaviors of socio-culturally different children will be discussed, including the integration of children into the mainstream classroom.
ED 522 Teaching English Language Learners
Course addresses theoretical and instructional foundations for teaching students who are English Language Learners. Emphasis will be placed on teaching/learning strategies and the connection of these strategies to school performance and academic development. Concepts examined include: language acquisition and development, culture, assessment, and parental involvement. There will be a variety of learning activities and professional readings designed to provide the specifics of teaching English Language Learners.

ED 602 Practicum/Seminar
This practicum/seminar is for those candidates earning an additional initial license. Emphasis is placed on student teachers as they demonstrate competency in the standards for licensure. Seminar includes analysis/reflection on key issues/areas in education today. Placement in practicum is in the role of the license sought (150-hour minimum).

ED 610 Research Seminar
This seminar places emphasis on the teacher as researcher. Course coverage includes the nature and basics of education research and methodologies. Using a wide variety of print, non-print, and technology based resources, students will select, design, and present a research project.

ED 611 Clinical Practicum
This course is the culminating experience in the MAT Program—a one-semester supervised experience in a school classroom or other appropriate setting. Emphasis is placed on the advanced student’s demonstration of the standards for licensure and on the student’s ability to integrate content area knowledge, pedagogical theory, and practice. Course includes monthly seminars that address issues in teaching today as directed by participants.

ID 510 Natural Sciences in the Classroom
This course is designed to enhance students’ understanding of mathematics and science concepts and develop an awareness of their interdisciplinary nature. Through lectures, labs, and other hands on approaches, students learn the major principles and concepts and how to integrate them in their inclusive classrooms. The Massachusetts Science and Technology Curriculum Framework and the Massachusetts Mathematics Curriculum Framework are used as basic references.

ID 511 Natural Sciences in the Classroom
This course is designed to assist teachers in their continued understanding and application of principles and concepts in mathematics and science in inclusive classrooms. Emphasis is placed on the interdisciplinary nature of these disciplines. Topics addressed will come from the Massachusetts Frameworks in Mathematics and in Science and Technology.

ID 512 Humanities in the Classroom
In this interdisciplinary course, the focus is on expanding students’ knowledge of the humanities. We will explore artistic expression in art, literature, poetry, and music and look for ways to integrate the humanities into the curriculum, including curricula adapted for inclusion students. We will study perspectives of education and society through the expressions of art. Discovery in the humanities can be a basis in which teachers may develop curriculum and enhance classroom teaching.

ID 513 Humanities in Classroom
The focus of this course is the cultural context of the artist and its relationship to the form and meaning of the art. Emphasis will be placed on diversity and culture in art, literature, poetry, and music expression. We will explore societal experiences in education through literary and artistic perspectives. Students will share insights in analytical papers and discussions and translate their insights into education classroom projects and approaches applicable to inclusive classrooms.

ID 514 Social Sciences in the Classroom
Using the interdisciplinary area of American Studies as a focus for this course, the course is organized around the five themes of geography to introduce concepts in history and civics, supported by infusions from anthropology, economics, and sociology. Applications to reading, mathematics, art, and music will enlarge the scope of the course to include connections to the sciences and humanities, providing a systematic interrelated study of people in societies, past and present. Course methodology will be interactive and includes project work. The Massachusetts History and Social Science Curriculum Framework is used as the main course reference point for specific application of these ideas to the classroom, with particular attention to special needs students.

BACHELOR OF SCIENCE IN MEDICAL IMAGING
David Gilmore, Chair  Lauren Shanbrun

There are three programs within the Medical Imaging Professional & Graduate department.

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.

55 Credits will be awarded for the certification exam by ARRT, NMTCB, CAMRT, or RDMS

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*
- Elective Course*

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
+ Serves as graduate elective credit for MS programs

NUCLEAR MEDICINE CONCENTRATION

Program Focus & Curriculum
The Nuclear Medicine concentration is geared for students with a previous non-medical imaging degree or a current technologist with an associate of science degree, who have the professional goal of practicing as a nuclear medicine technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent Nuclear Medicine Technologist. Clinical education occurs at various hospitals and medical centers in Boston and the
surrounding areas that offer experiences through a competency-based model using state of the art equipment such as SPECT/CT and PET/CT.

The nuclear medicine concentration is a full-time program and consists of clinical and didactic instruction, beginning in September of each year. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the Nuclear Medicine Certification Board (NMTCB) and the American Registry of Radiologic Technologists (ARRT). Clinical sites include major academic medical centers and advanced community based hospitals in and around the Boston area.

### Required Courses

**Fall**
- MI 402 Nuclear Medicine Essentials ........................................... 3
- MI 460 Nuclear Med. Procedures & Technology ............................... 6
- MI 465 Radiation Sciences & Instrumentation ................................... 3

**Spring**
- MI 472 Radiopharmacy & Pharmacology ......................................... 2
- MI 470 Cross Sectional Imaging .................................................... 3
- MI 478 Molecular Imaging .............................................................. 3
- MI 468 Clinical Internship I ............................................................. 2
- MI 479 Nuclear Cardiology .............................................................. 3

**Summer**
- MI 471 Nuclear Medicine Critique .................................................. 4
- MI 469 Clinical Internship II ............................................................ 4

**Fall**
- MI 475 Nuclear Medicine Seminar ................................................. 5
- MI 480 Clinical Internship III .......................................................... 4
- MI 477 Research Methods .............................................................. 4
- Total Credits: ............................................................................ 46

### INTERVENTIONAL RADIOLOGY CONCENTRATION

**Program Focus & Curriculum**

The Interventional Radiology concentration is geared for students who are current radiography technologists (or registry eligible) with an Associate of Science degree and who have the professional goal of practicing as an Interventional Radiology (IR) Technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent IR Technologist. Clinical education occurs at Massachusetts General Hospital to offer experiences through a competency-based model using state of the art equipment.

The IR concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT).

**Curriculum**

**Fall**
- MA 210 Statistics (if needed) ....................................................... 3
- MI 477 Research Methods ............................................................. 4

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**Course Descriptions**

See Undergraduate Course Descriptions on pages 116-119

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**MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS**

- Lauren Beaulieu, Program Director

**Program Description**

The field of Applied Behavior Analysis (ABA) is based on the scientific study of learning and behavior. Students enrolled in our MS in ABA program will learn how to apply behavior analytic procedures to solve behavioral problems of social importance and improve conditions for dependent or at-risk populations. Applications of ABA are most commonly associated with special education and individuals diagnosed with developmental and intellectual disabilities (e.g., Autism Spectrum Disorders); however, ABA also includes diverse applications such as general education, organizational behavior management, behavioral medicine, behavioral pharmacology, and exercise and health. Our program is designed to prepare students to address the behavioral needs of individuals across diverse settings. A fundamental assumption underlying the ABA Program at Regis College is that students need multiple opportunities to gain practical experience to apply theory to practice. We prepare students to become effective practitioners through three semesters of supervised practicum at sites located in the community as well as completing a culminating thesis.

The 42-credit program is designed for busy professionals with courses offered in evenings and weekends. Students can complete the MS in ABA program in as little as two years of full-time study; however, Regis offers a part-time option designed for students with full-time employment. The part-time option allows students to maintain their current employment while working towards their MS. Students work closely with their advisors to tailor a path of study that will not only accommodate their schedule, but enable the student to become a skilled practitioner of behavior analysis.
Required Courses for the MS in ABA

Introduction to Applied Behavior Analysis
Principles and Concepts of Behavior Analysis
Behavioral Assessment
Treatment Evaluation
Strategic Intervention
Ethical Practice in Applied Behavior Analysis
Thesis
Practicum
Tentative Electives (students must complete 9 elective credits)
Autism Spectrum Disorders and Related Disabilities (3 credits)
Verbal Behavior (3 credits)
Child Behavior Management (3 credits)
Current Topics in ABA (3 credits)
Theoretical Foundations (3 credits)
Other electives TBD

Additional electives may be substituted if approved by the Graduate Program Director

Two Year Sample Curriculum*

Master of Science in Applied Behavior Analysis Program

Year 1, Fall
Introduction to Applied Behavior Analysis .................................................. 3
Principles and Concepts of Behavior Analysis .......................................... 3

Year 1, Spring
Behavioral Assessment .................................................................................. 3
Treatment Evaluation ..................................................................................... 3

Year 1, Summer
Thesis ................................................................................................................ 3
Practicum .......................................................................................................... 3
Elective............................................................................................................. 3

Year 2, Fall
Strategic Intervention ...................................................................................... 3
Elective............................................................................................................. 3
Thesis ................................................................................................................ 3
Practicum ......................................................................................................... 3

Year 2, Spring
Ethical Practice in Applied Behavior Analysis ........................................... 3
Elective............................................................................................................. 3
Practicum ......................................................................................................... 3

Total Credits: .................................................................................................. 42

* Regis College also provides a part-time option designed for students with full-time employment.
**Course Descriptions**

**Graduate Biomedical Sciences**

- **Program Director:** Mike Bilozur

**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, 606, 609, 611, 615, 620, 640, 641

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

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

**Course Offerings**

- **BMS 605** Biochemistry I: Biomolecular Structure and Function
- **BMS 606** Biochemistry II: Metabolic and Regulatory Aspects
- **BMS 609** Cell and Tissue Biology
- **BMS 611** Molecular Genetics
- **BMS 615** Human Physiology or Elective
- **BMS 620** Current Topics in Biomedical Research
- **HP 600** Biostatistics
- **BMS 640** Field Experience I
- **BMS 641** Field Experience II
- **Graduate Electives**
- **CO 602** Business and Professional Communication
- **CO 603** Theoretical and Practical Applications of Communication
- **CO 609** Conflict Resolution and Negotiation
- **CO 613** Writing for the Professional Workplace
- **HP 601** Health Ethics & Law
- **ID 603** Exercises in Advanced Writing for the Health Professions
- **HP 606** Analysis Public Health Issues
- **HP 633** Introduction to Epidemiological Methods

**Course Descriptions**

- **RA 601** Overview of Medical Product Industry
- **RA 602** Overview of FDA Regulation
- **RA 604** Medical Device Regulation
- **RA 608** Clinical Research Methods (Prerequisites required)
- **RA 609** Clinical Trial Management (Prerequisites required)
- **RA 616** Project Management

**CURRICULUM**

**BMS 605 Biochemistry I: Biomolecular Structure and Function**
This course will present modern principles of biochemistry to provide a solid background for the study of the biomedical sciences and related areas of endeavor. The course will introduce and develop specific knowledge in the areas of biomolecular structure/function, membrane biochemistry and biochemical aspects of molecular genetics with the integration of these topics at the level of the cell and organism. Prerequisite: Organic Chemistry II (CH 306 or equivalent) or permission of instructor.

**BMS 606 Biochemistry II: Metabolic and Regulatory Aspects**
This course will present modern principles of biochemistry to provide a solid background for the study of the biomedical sciences and related areas of endeavor. The course will introduce and develop specific knowledge in the areas of enzymology, metabolic pathways and regulation, and molecular principles of signaling, with the integration of these topics at the level of the cell and organism. Prerequisite: Organic Chemistry II (CH 306 or equivalent) or permission of instructor.

**BMS 609 Cell & Tissue Biology**
Cell functions will be studied with an emphasis on molecular mechanisms, regulatory mechanisms and integration into higher-level organization and function. Specific topics include protein and vesicular traffic, role of the cytoskeleton in cell organization and movement, organization and function of tissues, electrochemical signaling in neurons and other cells, and cell cycle and its regulation. Emphasis will be on problem-solving, and will include analysis of primary literature. Examples of applications to biomedical research will be included. Prerequisite/Corequisite: Biochemistry (BMS 605 or BMS 606) or permission of instructor.

**BMS 611 Molecular Genetics**
After a review of basic genetic principles this course will examine these principles with a more advanced and in depth analysis. The new molecular discoveries in Genetics, including but not limited to:

- RNA interference, Telomerase activity, and cell cycle regulation will be studied. Knowledge from other courses will be integrated with information presented in the Genetics modules. Genetic influences on disease, antibody diversity, viral replication and infection, and other current topics will be explored. The student will have a better understanding of the complex involvement that genetics has in many medical and biological processes. Prerequisite/Corequisite: Biochemistry (BMS 605 or BMS 606) or permission of instructor.

**BMS 615 Human Physiology**
A systems approach will be used to study physiology. Emphasis will be on homeostatic control mechanisms and multi-system integration. Select examples of disease process will be used to illustrate and reinforce understanding of physiological homeostatic mechanisms. Prerequisite: BMS 609 or BMS 660 or permission of instructor.

**BMS 620 Current Topics in Biomedical Research**
This seminar course will emphasize evaluation of the primary research literature pertaining to mechanisms of disease and rationale of treatments. After providing an overview of pathology and epidemiology, the focus of analysis will be experimental evidence pertaining to molecular, cellular and genetic mechanisms of disease. Topics may be drawn from areas in neuroscience, infectious disease, immunology, and endocrinology and cancer biology. Prerequisites: BMS 605, 606, 609, 611

**BMS 640 Field Experience I**
The student, with guidance from faculty mentors, will develop a proposal for a research project. The project may be done where the student is employed or at organizations found by the student. A minimum of 100 hours at the host institution is required; with approval, this contact at the host in the student's area of interest may extend into BMS 641. Prerequisites: BMS 605, 606, 609, 611

**BMS 641 Field Experience II**
This is a continuation of BMS 640. Upon completion of the field work, the student will present formal written and oral reports that include the background literature and rationale for the project, the results of the project, and a discussion of the significance and future directions of the project.
Graduate

ID 603 Advanced Writing for the Health Professions
This course provides Health Profession graduate students exercises in developing documents for the various types of readers encountered in the health professions including notifications to the general public, submittals to agencies, management summaries for professionals and processes for non-professional employees. Students learn the principles of clear written communication and the tools for collaborative writing.

MASTER OF SCIENCE IN HEALTH ADMINISTRATION

Mary Ann Hart, Program Director

Program Philosophy
The Master of Science in Health Administration is designed to develop highly effective health care managers and leaders through a program of study focused on the critical ethical, legal, social, policy, management, and leadership issues in Health Administration and through a hands-on field experience in a health care setting.

Program Focus & Curriculum
The Master of Science in Health Administration consists of a total of forty-two credits of study - fourteen three-credit courses total, including twelve core requirements, a field experience in Health Administration, and two electives. All courses, designed with the busy working professional in mind, are offered on weekends and evenings, and some are taught in an intensive format with an on-line component. A flexible schedule of full or part-time study can be designed according to individual student needs. The student can complete a fulltime 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.

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

Electives
Electives may be taken from courses offered in gerontology, health informatics, and health policy. Students are encouraged to consider electives at Brandeis University’s Heller School for Social Policy and Management.
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 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 since within the work environment selected a number of practical topics for research or project development should emerge.

CO 615 Strategic Corporate Social Responsibility
This course presents the theory and practice of corporate social responsibility (CSR) with an eye toward practical application. Students will study 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.

MASTER OF SCIENCE IN REGULATORY AND CLINICAL RESEARCH MANAGEMENT

Joel Feinblatt, PhD, Program Director

Program Description
The graduate program in Regulatory and Clinical Research Management is intended for candidates with baccalaureate degrees in the sciences or healthcare. Other candidates may enter the program with permission of the Program Director. Candidates are those who wish to enter or advance a career in biotechnology, device, or pharmaceutical industries or in clinical research organizations. The program provides the knowledge and skills for excellence as regulatory, quality system, or clinical research professionals. Each student selects a specialty track, either Regulatory Management or Clinical Research Management.

Objectives
- Understand the basic principles and issues in medical product regulation and clinical research
- Apply U.S. and international requirements to diverse product technologies and medical applications
- Understand current and applicable laws, regulations, and guidelines
- 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
- Develop and practice communication skills needed for these interactions
- Be ready to fill the growing need for regulatory professionals as the need for and sophistication for health product technology grows

Prerequisites for success in the programs are:
- Computer literacy
- Understanding of aspects of the life sciences, engineering, medical procedures, chemical analysis, clinical affairs, regulatory affairs, or industry practices to permit further learning and discussion.

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

An independent field experience project, approved by a faculty advisor and a host company or clinical research organization, is required. The field experience gives students “hands-on” experience. The student delivers results of value to the sponsoring organization and prepares a project report on the experience.

Core requirements
- RA 601 Overview of the Medical Product Industry
- RA 602A Overview of FDA Regulation
- RA 605 Field Experience
- HP 600 Biostatistics
- HP 601 Health Ethics and Law
- ID 603 Advanced Exercises in Writing for the Health Professions

Other Possible electives include:
- 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

Clinical Research Management Track Requirements
- RA 608 Clinical Research Methods
- RA 609 Clinical Trial Management
- RA 616 Project Management

Regulatory Management Track Requirements
- RA 603A Pharmaceutical Product Regulation
- RA 604A Medical Device Regulation
- RA 615 Risk Management and Quality Systems

Electives
A student may take courses required for the track not taken. For example, a candidate in the Clinical Research Track can take RA 603A, RA 604A, or RA 615 as an elective.
Graduate -

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 other Health Professions courses
- NU Nursing

**RA 601 Overview of the Medical Product Industry**

This overview of the industry is intended to provide a common basic level of understanding, whether the student comes directly from an undergraduate program, or from other graduate programs, 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 models and good manufacturing practices is covered. Current system design (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, bio-compatibility, infection control and sterilization, production control, and post-market 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 to the project. Consult with your advisor.

**RA 608 Clinical Research Methods**

An introduction to common clinical research and analysis methods used in product development for: proof of concept or technology including: device feasibility studies and exploration of new applications, indications for use, or modified methods of use; 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 to qualify for reimbursement. The student learns methods for different products and applications, such as, pharmaceuticals, biologics processing (e.g., blood processing), in vitro diagnostics, clinical laboratory instruments, and monitoring, diagnostic, therapeutic, or preventive devices. Factors in the design of clinical research methods include:

- statistics methods and power analysis quantification of 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 Manufac-turing 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 involving 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 project processes: initiating, planning, executing, controlling and closing. Effective project management and its concurrent need to establish defined scope, within budget and completion dates is key to success in today’s dynamic biotech, pharmaceutical and healthcare environment. Core principles and fundamentals will be covered, illustrating interpretation and application of such requirements:

- The Project Life Cycle: Initiating, Planning, Executing and Closing Projects
- Recognition of Project Management Tools and Templates
- Scope (Project Charter), Time (Work Breakdown Structure) and Financial Management (Budget)
- Defining Roles and Responsibilities
- The Importance of Team Building and Team Work
- Team Dynamics
- Risk Assessment
- Lessons Learned and Process Improvement
- Managing Client/Vendor Relationships

**RA 630 Combination Products**

In this interactive course, participants are exposed to examples of combination products on the market, under development, and on the drawing board. The course concludes with a look at the future of medicine including tissue engineering, nanotechnology. (A basic knowledge of device and pharmaceutical product regulation is highly recommended. RA 604A and RA 604A can produce this understanding.)

**RA 631 Personalized Medicine**

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

**RA 632 Quality System Auditing**

Medical products companies are subject to audits from regulatory and certification agencies and are required to have an internal audit program. This course describes the types of audits and the basic skills of auditing. Knowledge of quality system regulations and standards is covered briefly on-line. The course focuses on professional characteristics and skills of a lead auditor. (A basic knowledge of quality management systems is highly recommended. RA 603A and RA 604A can produce this understanding.)

**RA 633 Chinese Medical Device Regulation**

This course introduces the student to the basics of Chinese regulations for medical devices and in vitro diagnostic (IVD) reagents. Subjects include product registration, quality systems, manufacturing and distribution licenses and post market surveillance regulations. The course will discuss the strategy issues in planning a China submission.
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 as the appropriate foundation for graduate education in nursing. Persons awarded the master’s degree are prepared as nurse administrators or advanced practice nurses whose educational preparation provides advanced knowledge in nursing and the natural and social sciences. For those persons who enter the program without prior nursing education, generalist knowledge is gained within the first two years and validated by registered nurse licensure.

The Doctor of Nursing Practice (DNP) curriculum is a post-master’s curriculum built upon an advanced practice curriculum and is designed for the Clinical Specialist, Nurse Practitioner, Educator, or Advanced Practice Nursing Leader. Select students who have earned a BS in nursing may be considered for the MS-DNP curriculum track. Through the implementation of the Doctor of Nursing Practice program (DNP), nursing at Regis continues to build on its strong and visionary history, motivated by the educational demands of our health care system, while maintaining academic and practice expertise. The School of Nursing, Science & Health Professions embraces the opportunity to play a significant role within Regis College and within the nursing profession while educating qualified, highly skilled nurses to work to earn the degree Doctor of Nursing Practice.

The Nursing faculty believe that the graduate curriculum encompasses communication, therapeutic nursing intervention, and critical thinking for leadership and advanced nursing practice.

The graduate programs have three distinct foci:

1. nursing leadership/health administration for diverse health care systems
2. advanced practice in primary care of families, children, women, adult/geriatric, or psychiatric/mental health clients
3. advanced practice in adult acute/critical care

The Graduate Nursing Program at Regis College is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, 404.975.5000, or visit this Website: www.nlnac.org. The DNP Program is currently in candidacy for NLNAC Accreditation in the Spring of 2013.
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.

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 Seminar: Health Policy (3 credits)

ADULT ACUTE/CRITICAL CARE CLINICAL NURSE SPECIALIST TRACK
- Sally Cadman, Program Director

The Program
The purpose of the Adult Acute/Critical 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, 620, 669, 650, 662, 663, 670 and an elective. It is important that you meet with a faculty member, program director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program.

Prerequisites
Bachelor of Science in Nursing from an NLNAC 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/Critical Care Clinical Specialist

Year 1, Fall credits
- 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 680 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

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, 608, 611, 614, 622, NU 605, 612, 623, 627, an Informatics elective, one graduate elective, and includes 80 hours of fieldwork and 80 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 you meet with a faculty member, program director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

Prerequisites:
- Statistics

Two-Year Sample Curriculum
Nursing Leadership/Health Administration

Year 1 credits

Summer Session I
- HP 622 Economics of Healthcare ................................................. 3
- Graduate Elective ................................................................. 3

Summer Session II
- NU 601 Nursing Theory ............................................................. 3

Fall Semester
- NU 605 Concepts of Nursing Leadership .................................... 3
- Approved Graduate Elective ..................................................... 3

Spring Semester
- NU 612 Organizational Structure in Nursing Leadership .............. 3
- Informatics Elective ............................................................. 3

Summer Session I
- HP 611 Management Accounting ................................................. 3
- HP 601 Health Ethics and the Law ............................................. 3

Summer Session II
- HP 614 Financial Analysis in Health Administration ................... 3
### NURSING LEADERSHIP/HEALTH INFORMATICS TRACK

**Program Description**

The MS in Nursing Leadership and Health Informatics is designed for nurses seeking a career working in the field of health informatics. Employment post-graduation, typically involves working as a nurse informaticist in a provider, vendor, insurance, biotech or public health setting.

Students earn the MS - NL/HI degree after completing a minimum of 14 courses: eight core nursing leadership courses, four core informatics courses, and one capstone or mentorship course of independent study. Students may also choose one elective from the Regulatory & Clinical Research Management, Public Health, or Biomedical Sciences programs.

Up to two courses may be taken in the graduate program prior to applying and fully matriculating. Informatics core courses are multidisciplinary and feature the study of:

- Information Technology (Healthcare Database Design and Development, Health Information systems)
- System Life Cycle (Health Informatics, Health Information Systems)
- Professional Practice (Strategic Leadership in Health Informatics, Mentorship)

All degree candidates are required to complete a capstone course of independent study either a mentorship, capstone project or a thesis.

This combination of coursework produces a wide range of learning outcomes. Students develop technical skills in database design and development and the ability to transform data into clear, actionable nursing information and knowledge. They cultivate leadership and managerial skills in multidisciplinary teams to plan for and resolve evidenced based health issues, articulating informatics as a core strategy to enhance, coordinate, and improve outcomes of care.

### Two-Year Sample Curriculum

#### Nursing Leadership/Health Informatics

**Year 1**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 605 Concepts of Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HP 622 Economics in Health Care</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NU 608 Health Care Quality Management</td>
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</tr>
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</table>

#### Summer Session I

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP 618 Health Policy</td>
<td>3</td>
</tr>
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</table>

**Year 2**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 630 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>HP 638 Strategic Leadership in Health Informatics</td>
<td>3</td>
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</tbody>
</table>

**Below is the table with course descriptions and credits for each semester.**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 630 Nursing Research</td>
<td>3</td>
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<tr>
<td>HP 638 Strategic Leadership in Health Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NU 608 Health Care Quality Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Prerequisites:

- Statistics

### Course Descriptions

- **Graduate Nursing**

- **Course Descriptions**: This section outlines the courses included in the Nursing Leadership/Health Informatics program, detailing their credits, and the specific content or skills they cover. The courses are categorized by semester and year, providing a structured approach to completing the degree.

- **Prerequisites**: Students are required to complete specific prerequisite courses before enrolling in the program, ensuring they have the necessary background knowledge to succeed in the coursework.

- **Graduate Courses**: 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 degree in two years. It is also possible to extend the completion time by one year to accommodate working professionals.

- **Independent Study**: Students may choose one elective from the Regulatory & Clinical Research Management, Public Health, or Biomedical Sciences programs, allowing for personalized learning and career development.

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

### Note:

- **Credit Hours**: The total credit hours required for the program is 42 credits, including both core courses and electives.

- **Mentorship**: Students may take up to two courses per semester, leading to the completion of 42 credits, fulfilling the requirements for the MS in Nursing Leadership/Health Informatics.
NURSING LEADERSHIP/REGULATORY AND CLINICAL RESEARCH MANAGEMENT TRACK

Valerie Hunt, Program Director

The Program

The program in Nursing Leadership/Regulatory and Clinical Research Management is designed to prepare baccalaureate nurses for leadership roles in clinical affairs or medical product regulation. Students in this track earn a Master of Science degree in Nursing Leadership & Regulatory and Clinical Research Management. Students in the MS program must satisfactorily complete 44 courses at Regis College, including the following specialty courses: HP 601, 622, NU 605, 612, 623, 627, RA 601, 602A, and RA 608, 609, and 616 for the Clinical Research Management Track; and RA 603A, 604A, and 615 for the Regulatory Management Track.

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

Prerequisites

Statistics

Two-Year Sample Curriculum

Nursing Leadership/Regulatory Affairs - Clinical Trials Track

Year 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td></td>
</tr>
<tr>
<td>HP 622 Economics of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>RA 601 Overview of the Medical Product Industry</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session II</td>
<td></td>
</tr>
<tr>
<td>NU 601 Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>NU 605 Concepts of Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>RA 602A Overview of FDA Regulation</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HP 618 Seminar: Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session I and II</td>
<td></td>
</tr>
<tr>
<td>NU 630 Advanced Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>HP 601 Health Ethics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following</td>
<td></td>
</tr>
<tr>
<td>RA Clinical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RA 609 Clinical Trial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

NURSING PRACTITIONER TRACK

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, 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 until 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 National Certification Board of Pediatric Nurse Practitioners and Nurses (NAPNAP) criteria for certification as a Pediatric Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, 641, 642, 652, 664a, 665a, 668, 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, 641, 642, 652, 664b, 665b, 668, 669 and an elective. Total 48 credits.
Psychiatric/Mental Health Nurse Practitioner
The Family Psychiatric Mental Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment along with nursing theory, process and research. Clinical management of patients across the lifespan is applied in a variety of healthcare 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, 641, 642, 652, 643, 664C, 665C, 666 and 669. Total 48 credits.

Women’s Health Nurse Practitioner
The Women’s Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process and research. Clinical management of women from adolescents to geriatrics is applied in a variety of healthcare settings as they relate to gynecology, reproduction, and primary care settings. The curriculum is comprised of 13 courses and meets the National Certification Corporation (NCC) Criteria for certification as a Women’s Health Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, 641, 642, 652, 661, 654d, 665d, 668 and 669. Total 48 credits.

Adult/Geriatric Nurse Practitioner
The adult/geriatric nurse practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process and research. Primary care clinical management of adults from young adults to geriatrics is applied in a variety of healthcare settings. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as an Adult/Geriatric Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, 641, 642, 652, 664d, 665e, 668, 669 and HP 626. Total 48 credits. This program is currently under review by the NLN-AC for final accreditation.

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 ....................................................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 652 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
NU 664 Primary Care a, b, c, d, or e ................................................3
Graduate Elective or NU 643 Advanced Psychopharmacology for Psych/Mental Health NPs, NU 661 Care of the Childbearing Woman for Women’s Health NPs or HP 626 Sociological, Political and Economic Perspectives in Gerontology ..................3
Year 2 Spring
NU 665 Primary Care a, b, c, d, or e .................................................8
NU 642 Management Concepts for Advanced Practice ....................3
NU 668 Roles and Issues in Advanced Practice ...............................2
Total 48 credits

RN-TO-BS-TO-MS UPWARD MOBILITY TRACK
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 her 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 baccalaureate degree may waive the BS component and enter the Bridge program directly into the master’s program.

The specialty areas and roles are Nurse Practitioner (Pediatrics, Family, Psychiatric/Mental Health, Adult/Geriatric, or Women’s Health), Adult Acute/Critical Care Clinical Specialist, and Nursing Leadership/Health Administration. The length of time required to complete the RN-to-BS-to-MS Upward Mobility Track or the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study. College policy requires that all graduate programs must be completed within seven years. Students may exit the program upon completion of the Bachelor of Science degree.

It is important that you meet with a faculty member, program director, the Associate Dean of Graduate Nursing or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

Articulation Agreements
All nursing programs that have been approved by the Board of Nursing in Massachusetts articulate with the Regis College RN-to-BS-to-MS Upward Mobility Track or the RN-MS Bridge Program.

Prerequisites to Upper-Division Nursing Major*
Admission to this track is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis College. For further information contact the Associate Dean of Graduate Academic Affairs at 781-768-7188.

Courses Required For The Undergraduate Core Curriculum And Nursing Major Prerequisites.
* Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis College, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-BS-to-MS Upward Mobility track.

There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, one semester of chemistry (inorganic and organic combined), and microbiology. Those who have not been in practice for 5 years prior to admission must repeat
the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- 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) .... 5

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 credit varies with specific track and specialty and may vary from 104—110 total credits.

RN-MS BRIDGE PROGRAM

The Program

The RN-MS Bridge program is for registered nurses who have a non-nursing bachelor’s degree. Nurses in this program do not earn another bachelor’s degree but may directly articulate into the master’s program. The bridge program is comprised of 4 upper division-nursing courses, and should be completed before taking any graduate level nursing courses. These courses include:

- NU 304 Health Assessment .......................................................... 3
- NU 403 Evidence for Nursing Practice ......................................... 3
- NU 404 Concepts and Challenges In Professional Practice .......... 3
- NU 510 Community Based Nursing ............................................. 5

Once completed, students move directly into their chosen track and specialty area as appropriate. Please see individual tracks for the relevant curriculum. In addition to specialty courses, all students complete the core requirements for the master’s degree which include: NU 601 Nursing Theory, NU 630 Advanced Nursing Research and NU 618 Seminar: Health Policy.

The tracks and specialty areas include: Nurse Practitioner (Pediatrics, Family, Psychiatric/Mental Health, Adult/Geriatrics or Women’s Health), Adult Acute/Critical Care Clinical Specialist, Nursing Leadership/Health Administration and Nursing Leadership/Regulatory Affairs. The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 56–62 based on choice of track. College policy requires that all graduate programs must be completed within seven years.

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.

NURSE PRACTITIONER PROGRAM FOR NON-NURSES WITH A BA DEGREE OR BS DEGREE (GENERIC MASTER’S PROGRAM)

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 four specialty areas: Pediatric NP, Family NP, Psych/Mental Health NP, Adult/Geriatric NP, or Women’s Health NP.

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 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.

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

Generalist Component Sample Curriculum

Year 1, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NU 620 Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NU 624 Professional Nursing (Clinical)</td>
<td>8</td>
</tr>
<tr>
<td>NU 304 Health Assessment</td>
<td>3</td>
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</table>

Year 1, Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 625 Acute Care Nursing (Clinical)</td>
<td>8</td>
</tr>
<tr>
<td>NU 633 Psychiatric/Mental Health Nursing (Clinical)</td>
<td>5</td>
</tr>
</tbody>
</table>
### Course Descriptions: Graduate Nursing

#### Graduate Credits

**Course Descriptions**

#### Year 1, Summer
- NU 647 Maternal Child/Family Nursing (Clinical) .................................................. 8
- HP 629 Chronic Illness and Aging (Clinical) ............................................................ 3

#### Year 2, Fall
- NU 640 Community Health Nursing (Clinical) ...................................................... 5
- NU 645 Complex Care Nursing (Clinical) ............................................................... 5
- BI 612 Advanced Pathophysiology ..................................................................... 6

#### Year 2, Spring
- NU 641 Advanced Clinical Pharmacology II ....................................................... 3
- NU 630 Advanced Nursing Research ................................................................. 3
- NU 601 Nursing Theory ...................................................................................... 3

#### Year 2, Summer

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

**Session II**
- NU 650 Advanced Health Assessment .................................................................. 3
- or
- NU 652 Pediatric Health Assessment ................................................................... 3

#### Year 3, Fall
- NU 644 a, b, c, or d Primary Care I (Includes 300 clinical hours) ......................... 8
- Graduate Elective or NU 643 for Advanced Psychopharmacology for
  Psych/Mental Health NPs or NU 661 for Women’s Health .................................. 3

#### Year 3, Spring
- NU 655 a, b, c, or d Primary Care II (Includes 300 clinical hours) ....................... 8
- NU 642 Management Concepts for Advanced Practice ...................................... 3
- NU 668 Roles and Issues in Advanced Practice ................................................ 2
- Total ....................................................................................................................... 95

### Part-Time BS in Nursing for Students Holding a Previous Non-Nurse Bachelor’s Degree

**The Program**

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

Regis College has a rich history and excellent reputation as a provider of nursing education.

The part-time BS in nursing program is part of the college environment that provides students with a broad base of learning in the humanities and sciences that supports development in the discipline of nursing.

**Required Courses**

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

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

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### Doctor of Nursing Practice (DNP)

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 and Spring 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. The DNP curriculum is comprised of 27 core credit hours and 9 elective credits. A maximum of 6 graduate credits may be accepted for transfer. The length of the program varies from two to seven years based on how many courses a student takes per semester. Total credits: 36.

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

**Prerequisites**

- NU 601 Nursing Theory ...................................................................................... 3
- NU 618 Seminar: Health Policy .......................................................................... 3

**Core Curriculum Requirements - 27 Credits**

- NU 710 Informatics in Health Care .................................................................... 3
- NU 713 Advanced Epidemiology and Biostatistics ............................................ 3
- NU 716 Culture and Health Perspectives .......................................................... 3
- NU 722 Quantitative Research Methods for Evidenced-Based Practice .......... 3
- NU 725 Qualitative Research Methods for Evidence-Based Practice ............. 3
- NU 730 Doctoral Thesis Seminar I ..................................................................... 3
- NU 734 Doctoral Thesis Seminar II .................................................................... 3
- NU 738 Application of Nursing Science ............................................................ 6
Concentrations Options—9 Credits

Gerontologyn
HP 623 Gerontology: A Multidisciplinary Approach
HP 626 Sociological, Political and Economic Perspectives in Gerontology
HP 629 Chronic Illness and Aging: Management, Palliation and End of Life Considerations

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

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

Heller elective
NU Hospitalist Nurse Practitioner I
NU 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 in development

HOSPITALIST NURSE PRACTITIONER TRACK-DNP PRACTICE TRACK

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 NP’s 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 EBP
NU 725 Qualitative Research methods for EBP
NU 730 Thesis I
NU 734 Thesis II
NU 738 Application of Nursing Science

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

Year | Fall Semester | Spring Semester | Summer
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Year 1 | NU 710 | NU 713 | NU 716*
Year 2 | NU 722 | NU 725 | NU 716*
Year 3 | Hospitalist NP/NU 738 | Hospitalist NP/NU 738 | 
Year 4 | NU 730 | NU 734 | 

* Either summer session or concurrently with any other course prior to NU 738, Hospitalist course, NU 730, NU 734.

The Hospitalist Program differs slightly from the other DNP program tracks, in such that students that choose the Hospitalist program must take the Hospitalist NP course 1 and 2 as their electives and concurrently with NU 738 Application of Nursing science. Each of the Hospitalist NP Courses are 4.5 credits each, equaling the nine credit elective requirement and will consist of didactic material for this role. NU 738 Application of nursing science will allow the student to apply knowledge learned in the didactic courses as they complete the 400 required mentored hours in the hospitalist role.

COURSE DESCRIPTIONS

NU 304 Health Assessment in Nursing
This course teaches the student to assess the health status of clients of any age in any setting. Students incorporate knowledge attained in the prerequisite courses, Introductory and Developmental Psychology, Sociology, Anatomy and Physiology, Chemistry, and Microbiology. The student learns verbal and non-verbal communication techniques used in obtaining a health history and the written communication techniques used in documenting the health assessment. Students acquire the basic psychomotor skills of inspection, palpation, percussion and auscultation necessary when performing a physical examination. The effects of age, gender, culture, religion, socioeconomic status, lifestyle, and adaptation are identified.

NU 403 Evidence for Nursing Practice
This course focuses on the translation of current evidence into nursing practice, including the identification of practice issues, appraisal and integration of evidence, and the evaluation of outcomes (AACN, 2008). Students develop the skills necessary for understanding, evaluating and applying evidence in transforming nursing practice. Activities include in depth study of the research process as it relates to the critique and evaluation of research; the synthesis of nursing research in the development of a review of the literature; and the dissemination of research findings.

NU 404 Concepts and Challenges in Professional Practice
An introductory course for the registered nurse to explore the role of the professional nurse in the ever changing health care system with a view to empowering and solidifying that role. Students explore the challenges and opportunities inherent in professional nursing including, but not limited to, advances in nursing practice and role development, the increased use of technology in practice, ethics and legal issues in practice, concepts critical to leadership and interdisciplinary collaboration, and the increasing role of theory and research in advancing the profession and providing quality, safe patient care. Activities include values clarification, portfolio development, seminar leadership, group activities, and/or on-line discussions.
NU 510 Community-Based Nursing
The role of the professional nurse in the primary level of health care is explored. Using client models, students implement the nursing process and adaptation model to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community assessment, communication, critical thinking and decision-making skills, teaching, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

NU 601 Nursing Theory
This course focuses on the historical development of theory from the perspective of nursing science. Nursing theory and its relationship to research and evidence practice, as well as approaches to theory construction are explored. Students will analyze selected concepts, the building blocks of theories. Students will critique specific nursing theories in relation to their own belief system, examining the concepts of the major paradigms within the discipline of nursing as well as other human science disciplines. Early “grand nursing theories” and “mid range nursing theories” more recently developed will be evaluated. Emphasis will be on understanding individual nursing theories and borrowed theories from other disciplines and their application to nursing practice, nursing research, nursing leadership and nursing education.

NU 605 Concepts in Nursing Leadership
This course focuses on leadership role development in professional nursing. Using role theory, students will explore concepts of role mastery, congruence and conflict as well as the role of nursing leadership in the broader organizational context.

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 a circulating nurse and perform these skills with a preceptor from the clinical facility. Clinical content is based on the standards and recommended practices established by the Association of Operating Room Nurses. Topics will include the operating room environment, aseptic technique, positioning, ethical/legal considerations, anesthesia, infection control and professionalism. The content is generic and applicable to perioperative nursing in any facility or location.

NU 612 Organization and Structure in Nursing Leadership
This course incorporates comprehensive discussion of administrative theories including organizational theory, management theory and leadership theories. These theories will be analyzed as they relate to nursing practice and the role of nursing leadership. (Practice component of 40 hours.)

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

NU 614 Registered Nurse—First Assistant Practicum
This course is the clinical internship that is taken concurrently with the RNFA didactic course or following it. It may or may not take place at the clinical facility in which the students are employed. This component is conducted as a guided independent study. Students will progress at their own pace during the twelve months in which they are allowed to complete the course. The students work with on-site surgeons to practice what they have learned during the didactic course. Two hundred and forty intraoperative first assisting hours must be documented. Learning activities are also included in the Clinical Internship in addition to hours of actual first assisting. Communication is maintained between course faculty and the student during this component. The faculty monitors both the academic progress of the students through telephone, e-mail, Blackboard, written progress reports, and communication with the surgeon preceptor as necessary. Prerequisite/Co-requisite: RNFA Didactic Course, Student must be a member of a perioperative team for at least 2 years operating room experience and CNOR certified.

NU 617 Introduction to Human Lactation
This course is designed to introduce the learner to human lactation concepts, and the principles and skills associated with caring for breastfeeding families. Participants explore the lactation consultant’s role and responsibilities. Course content is based on the standards and recommended practices established by the International Lactation Consultant Association (ILCA). Topics will include milk assessment, breastfeeding physiology, nutritional issues, interventions of ineffective feeding, pharmacokinetics in lactation, counseling techniques, ethical/legal considerations, and professionalism. The curriculum content is applicable to health professionals working in any facility or location.

NU 618 Health Policy
The course focuses on current national, state, and/or local health policy issues and reform options. Students are introduced to the arena of health policy implementation in the United States. Students will explore the roles of policy-making legislative process and develop written testimony regarding a health policy issue of individual interest.

NU 620 Clinical Pharmacology I
This is the first of two courses required for students in the Nurse Practitioner Advanced Clinical Practice Graduate Program. Course content will cover pharmacologic interventions for disease categories based on a systems approach. Life span differences regarding drug therapy and clinical decision-making will be addressed.

NU 623 Regulatory Issues in Nursing Leadership
Utilizing current nursing research, evidence-based practice and evolving health care trends, students will complete a fieldwork experience in the area of administration/leadership in a healthcare setting or preceptorship. The students will analyze examples of current issues relating to the healthcare delivery systems that impact on nursing practice. (Practice component of 40 hours)

NU 624 Professional Nursing
This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing health care system. It focuses on the acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice as well as classroom content.

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 multi-system problems and their families. Using a case study 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, orthopedics, gynecology, oncology, mental health, pediatrics, 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)

NU 630 Advanced Nursing Research
The Advanced Nursing Research course focuses on research during the research course students identify a research topic according to its relevance to the professional practice of nursing and advanced clinical practice. The primary focus of this course is on research methods and analytic models. During the course students complete a research proposal, including a literature review and proposed methodologies (sampling, data collection and analysis). Evidence based practice and translational research are fundamental concepts in this course.

NU 633 Psychiatric Mental Health Nursing
This course focuses on the role of the professional nurse in psychiatric mental health care settings including psychiatric/ mental health problems and their families. The student examines major mental health problems across the lifespan, treatment modalities, and specific interventions. 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 a problem oriented perspective on the newly emerging field of Complementary and Alternative Medicine (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client as well as to assume a leadership and management role on the interdisciplinary team. While the course explores a range of...
Graduate course descriptions - graduate nursing

modalities and systems, it focuses in depth on those clearly within the domain of nursing practice.

NU 638 Concepts & Leadership in Case Management and 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 roles and practices will be integrated throughout the course.

NU 664 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 the community.

NU 641 Advanced Clinical Pharmacology II
This course is the second of two courses required for students in the Nurse Practitioner Advanced Clinical Practice Graduate Program. Course content addresses pharmacologic interventions for disease categories and expands the foundation nurse practitioners have in pharmacotherapeutics. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice.

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-system health problems. Students will gain an understanding of the role of the advanced practice nurse in the complex care setting with a focus on the transition from acute care to rehabilitation or long-term care in institutional settings. Using a case study approach, students examine the complex interrelationships between client/family, the health care system and nursing. Emphasis is placed on adaptation, nursing process, and the professional role. Students apply critical thinking, decision-making, and communication skills in selected clinical settings that will enhance their ability to develop therapeutic nursing interventions.

NU 647 Maternal Child Health Nursing
This course focuses on the adaptation and health promotion of families including childbearing women, infants, children and adolescents. It builds on previously acquired knowledge and skills and requires students to apply knowledge and skill in the performance of examinations on pediatric clients. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 650 Advanced Health Assessment in Nursing
This course builds upon previous skills acquired in Health Assessment. Assessment includes in-depth history taking, physical examination techniques, and data analysis appropriate to all age groups. Clinical application is an ongoing requirement of the course with faculty support in a laboratory setting.

NU 652 Advanced Pediatric Health Assessment
This course builds upon previous skills acquired in Health Assessment. Advanced Pediatric Health Assessment will develop in-depth skills in the collection of a pediatric health history. It will develop advanced pediatric physical assessment skills in the performance of examinations on pediatric and adolescent clients. Emphasis will be on the uniqueness of the pediatric client. The course will include clinical application through a pediatric laboratory experience in order to maximize the student's clinical skill development.

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 fosters development of skills in decision-making and clinical management of children. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the pediatric client. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664B Primary Care of the Family I
This course integrates concepts from the concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters 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 problems in the population 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, neuropsychology, family systems, and biopsychosocial approaches. Special populations such as the elderly and the chronic mentally ill are also emphasized.

NU 664D Primary Care of the Woman I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision-making and clinical management of Women’s Health issues. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to Women’s health. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664E Primary Care of the Elderly 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 the adult-gerontology client throughout the life cycle. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the adult-gerontology system. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 665A Primary Care of the Child II
This is the second course in primary care of the child. This course continues the development of skills in decision-making and clinical management of children.

NU 665B Primary Care of the Family II
This is the second course in primary care of the family. This course continues the development of skills in decision-making and clinical management of families through the 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 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 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, problem identification in decision-making and clinical management of Women’s health issues. Discussions on health promotion, policy, 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 665E Primary Care of the Elderly 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 on health promotion, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system are included. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 668 Roles and Issues in Advanced Practice 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 and critical 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 educational process: 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 672 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 is placed on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytic models. Learners use critical thinking skills to analyze quantitative methods as a framework for making decisions regarding clinical problems. Selected statistical models will be discussed in order to develop the capacity to critically evaluate research data within the decision-making framework. Presentation of research and statistical theory will be balanced with application to actual clinical problems.

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 variables influence quality health care in the context of the American health care system. Frameworks, theories, and models that explore culture, 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 716 Culture and Health Perspectives
This course focuses on the complexities inherent in the culture and health interface and how these variables influence quality health care in the context of the American health care system. Frameworks, theories, and models that explore culture, 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 717 Graduate Nursing Research
This course is designed to enhance professional research skills for graduate students. Content and evaluating information systems for health care in collaboration with the course Nursing faculty. 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 component of the thesis project.

NU 738 Application of Nursing Science
The Capstone Mentorship “Application of Nursing Science” is a self-designed synthesis course where DNP candidates, with doctoral faculty advisement, elect an advanced practice experience that complements and enhances their selected advanced practice focus.

NU 741 Practicum in Advanced Practice
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 742 Practicum in Advanced Practice
This course focuses on the complexities inherent in the culture and health interface and how these variables influence quality health care in the context of the American health care system. Frameworks, theories, and models that explore culture, 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 743 Doctoral Thesis>
This course provides the learner with an in-depth analysis of advanced quantitative research methods used in nursing and health care research. Focus is placed on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytic models. Learners use critical thinking skills to analyze quantitative methods as a framework for making decisions regarding clinical problems. Selected statistical models will be discussed in order to develop the capacity to critically evaluate research data within the decision-making framework. Presentation of research and statistical theory will be balanced with application to actual clinical problems.

NU 745 Qualitative Research Methods for Evidence-Based Practice
This course provides the learner with an in-depth analysis of advanced qualitative research methods used in nursing and health care research. Focus is placed on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytic models. Learners use critical thinking skills to analyze quantitative methods as a framework for making decisions regarding clinical problems. Selected statistical models will be discussed in order to develop the capacity to critically evaluate 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 Assessment and Evaluation in Nursing Education
A study of both formal and informal assessment techniques and the components involved in each approach. An analysis of models of outcome assessment and program evaluation and their relationship to classroom/clinical settings.

HP 662 Economics of Health Care
This course is an introduction to the health care economic, 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 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 665E Primary Care of the Elderly II
This course continues to integrate 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 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.
PROFESSIONAL ADVANCEMENT

Regis College Professional Advancement opportunities provide adult students with flexible and cutting edge courses and educational tools needed to enhance their professional development and advance their careers.

Professional advancement opportunities at Regis range from one credit courses in industry-specific areas, such as Personalized Medicine (RA 631) or Chinese Medical Device Regulation (RA 633), to 4-6 course certificate programs in areas including Communication for Healthcare Professionals, Integrative Health, Gerontology, Heath Informatics, and more.

The design and flexibility of our Professional Advancement opportunities cater to the needs of adult learners. Hybrid (half online/half on campus), turbo (4 day accelerated options), and weekend courses enable adults working full time to gain professional development needed to advance or change their careers. Most Professional Development opportunities may be pursued without applying to a program at Regis, so students can choose to enroll as a non-matriculated student.

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 multimedia presentations relevant to the course.

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

SP 514 Spanish Cinema
An examination of the work of Luis Buñuel, considered the father of modern cinema. A distance-learning course in English examining the films and works of outstanding authors of each period. The present. Famous writers such as Lorca, Guíllen, Salinas, Mateilde, Machado, Alberri, Unamuno, Goytisolo, Cela, Fuertes, Martín Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined.

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, Guíllen, Salinas, Mateilde, Delibes, Machado, Alberri, Unamuno, Goytisolo, Cela, Fuertes, Martín Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined.

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

SP 601 Coordinating Seminar
This course focuses on the development of the fantastic genre in Latin American short fiction. Readings include the works of precursors of the genre in the nineteenth century such as María Luisa Bombal, Felisberto Hernández, and Horacio Quiroga, masters of the fantastic such as Jorge Luis Borges and Julio Cortázar, and, as examples of varied modes of the fantastic, the works of such writers as Carlos Fuentes, Alejo Carpentier, Juan Rulfo, and Gabriel García Márquez.

SP 602 Senior Coordinating Seminar
This course focuses on women writers from Latin America. Students engage in research of a specific topic of study, which becomes the focus of analysis of poetry, short stories, novels, and/or essays by women writers. Students are exposed to the latest theoretical trends in literary criticism.
GRADUATE CERTIFICATE IN COMMUNICATION FOR HEALTH CARE PROFESSIONALS

Program Description
Candidates with a bachelor's degree who seek a Graduate Certificate in Communication for Health Care Professionals complete four courses of study (12 credits). This certificate provides graduate students with communication strategies and tools which they can employ in dealing with problems and issues in today's health care environment.

The Graduate Certificate in Communication for Health Care Professionals features
* Program of study designed to meet individual needs and goals
* Flexible schedule options for working individuals
* Close interweaving of theory and professional practice
* Advisory board comprised of experts working in the field
* Interdisciplinary connections with other graduate programs
* Collaboration among students on research projects

Required Courses
Health Communication Management
Intercultural Communication in the Workplace

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 certificate program is designed for students who wish to prepare for work with older adults and for professionals already working with the elderly. Nurses, physicians, health care administrators, occupational therapists, physical therapists, and social workers are among those for whom this certificate is designed. The program provides a background of basic knowledge in gerontology and permits students to acquire knowledge, in the physical, emotional, spiritual, social, political and economic issues related to aging through a multidisciplinary approach. Four courses, 12 credits.

Program objectives
* To provide students a concentrated curriculum in the multidimensional aspects of the field of gerontology
* To provide students exposure to the multidisciplinary field of gerontology through work with mentors/experts in practice

Certificate Curriculum
HP 623 Gerontology: A Multidisciplinary Approach
HP 626 Sociological, Political and Economic Perspectives in Gerontology
HP 629 Chronic Illness and Aging: Management, Palliation and End of Life Considerations
HP 632 Gerontology/Geriatric Mentorship

COURSE DESCRIPTIONS
HP 623 Gerontology: A Multidisciplinary Approach
This course will incorporate faculty from multiple disciplines to address the complex nature of the study of Aging. The objective of this course is to develop a foundation for the understanding of the physical, psychological, social, spiritual and environmental constructs of aging framed within a wellness model. (This course can be taken as an elective by undergraduate or graduate students).

HP 626 Sociological, Political and Economic Perspectives in Gerontology
This course addresses social, political and economic factors that impact the Aging experience. Sociological, political and economic theory will be incorporated as a framework for understanding resource allocation, priorities and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment and policy would be described. (This course can be taken as an elective by undergraduate or graduate students).

HP 629 Chronic Illness and Aging: Management, Palliation and End of Life Considerations
Although aging is not synonymous with decline, the aging process does increase the risk of the development of chronic disease. This course is approached from a multidisciplinary perspective regarding the management of chronic disease, palliative care and end of life decisions. These will be considered in the context of the individual, family, community and the larger social systems. (This course can be taken as an elective by undergraduate or graduate students).

HP 632 Gerontology/Geriatric Mentorship
As a capstone experience, students who desire to earn the Gerontology Certificate will be required to complete a 100-hour mentorship experience in a gerontological/geriatric setting. Students will select their experience with faculty advisement and develop mentorship objectives. Students will prepare an executive summary of the experience as it relates to their objectives. Prerequisites: HP 623, HP 626, HP 629.

GRADUATE CERTIFICATE IN HEALTH ADMINISTRATION

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 US Health Care System: Organization, Policy, and Politics.

GRADUATE CERTIFICATE IN HEALTH INFORMATICS

Kathleen Donaher, Program Director

Program Philosophy
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 & 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
**Course Descriptions**

**Graduate Certificate in Integrative Health**
- **Program Philosophy**
  The Integrative Health Certificate provides an opportunity for health care professionals to more fully develop their knowledge, skills and commitment to holistic practice. The courses are designed to address the overall scope of modalities and their use and the science behind them as well as an in-depth focus on Integrative Health in one specific area. All students participate in a mentorship experience tailored to the candidate's own level of experience and career interests.

- **Program Objectives**
  - To facilitate personal and professional growth through exploration of integrative health initiatives.
  - To provide students with a practical, in-depth mentorship experience in integrative health.

**Certificate Curriculum**
- **NU 635 Complementary Therapies and the Nurse**
- **HP 645 Science of Integrative Health**
- **NU 648 Integrative Health for Women**
- **NU 654 Mentorship in Integrative Health**

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

**Certificate Curriculum**
- **HP 600 Biostatistics**
- **HP 606 Analysis of Public Health Issues**
- **HP 633 Intro. to Epidemiologic Methods**
- **NU 618 Health Policy**
- **HP Environmental Health**
- **Elective**

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**Graduate Certificate in Public Health**
- **Program Philosophy**
  The Certificate program in Museum Studies may be taken as a stand-alone graduate certificate or it may be pursued in conjunction with the MA in Heritage Studies, Public Heritage Concentration.

Students must complete the following courses:
- **MS 501 Introduction to Museum Studies**
- **MS 502 Introduction to Museum Management**
- **ID 544 and ID 545 Museum Practicum**

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

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**Graduate Certificate in Integrative Health for Women**
- **Program Objectives**
  - To provide students with a practical, 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.

- **Certificate Curriculum**
  - **NU 635 Complementary Therapies and the Nurse**
  - **HP 645 Science of Integrative Health**
  - **NU 648 Integrative Health for Women**
  - **NU 654 Mentorship in Integrative Health**

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**Graduate Certificate in Health Informatics**
- **Program Objectives**
  - To provide students with a practical, 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.

- **Certificate Curriculum**
  - **NU 710 Informatics in Health Care**
  - **HP 635 Health Information Systems**
  - **HP 638 Strategic Leadership in Health Informatics**
  - **HP 641 Information Systems Mentorship**

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**Graduate Certificate in Environmental Health**
- **Program Objectives**
  - To provide students with a practical, 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.

- **Certificate Curriculum**
  - **NU 618 Health Policy**
  - **HP Environmental Health**
  - **Elective**

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**Graduate Certificate in Health Informatics**
- **Program Objectives**
  - To provide students with a practical, 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.

- **Certificate Curriculum**
  - **NU 710 Informatics in Health Care**
  - **HP 635 Health Information Systems**
  - **HP 638 Strategic Leadership in Health Informatics**
  - **HP 641 Information Systems Mentorship**
COURSE DESCRIPTIONS

HP 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 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.

HP 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.

HP Environmental Health
This course is designed to introduce students to the field of environmental health. It will include such topics as air and water pollution, sustainable development, occupational health, climate change and diet/food. The course will examine issues that relate to the environment and public health from both a national and global health perspective.

GRADUATE CERTIFICATE IN REGULATORY & CLINICAL RESEARCH MANAGEMENT

The Graduate Certificate programs provide concentrated training in the student’s chosen specialty, Regulatory Management or Clinical Research Management. Twelve credits (four courses) are required. All courses provide graduate credit, which may be applied to subsequent studies for the Master of Science or other applicable graduate studies. Typical Graduate Certificate candidates are individuals seeking to develop basic understanding and skills with minimal commitment, typically one year. A Graduate Certificate program can also supplement related graduate degree programs. For example, a candidate for a graduate degree in Nursing may wish to add a Graduate Certificate in Clinical Research Management or in Regulatory Management.

Requirements for Graduate Certificate in Clinical Research Management
(Note: Students need meet only the requirements in effect when they were admitted to the program. If there are questions, please consult the Graduate Program Director.)

RA 601 Overview of the Medical Product Industry
RA 602A Overview of FDA Regulation
RA 609 Clinical Trial Management
Your choice of 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
Plus your choice of:
RA 603A Pharmaceutical Product Regulation
RA 604A Medical Device Regulation

POST-MASTER’S CERTIFICATE FOR RNS WITH AN MSN

(FAMILY, PEDIATRIC, PSYCHIATRIC/MENTAL HEALTH, ADULT GERIATRIC OR WOMEN’S HEALTH NURSE PRACTITIONER)

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 ............................................. 3
BI 612 Advanced Pathophysiology ..................................... 3
Year 1, Spring
NU 669 Family Systems Theory ........................................... 3
NU 641 Advanced Clinical Pharmacology I ......................... 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 Health Assessment ..................... 3
(Note: NU 650 or 652 must be taken in the summer prior to primary care)

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
NU 661 Care of the Childbearing Woman (For WHNPs) ...... 3
NU 643 Advanced Psychopharmacology (For Psych/Mental Health NPs) 3

Year 2, Spring
NU 665A Primary Care of the Child II ............................. 8 or
NU 665B Primary Care of the Family II ............................ 8 or
NU 665C Psych/Mental Health, Nurse Practitioner II .......... 8 or
NU 665D Women’s Health Nurse Practitioner II .............. 8
NU 668 Role and Issues in Advanced Practice ................. 2
Total ........................................................................ 36-39

* Must be taken prior to NU641
POST-MASTER’S CERTIFICATE FOR RNS WITH A MASTER’S DEGREE IN NURSING AND CERTIFIED AS A NURSE PRACTITIONER

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 an NP 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.

<table>
<thead>
<tr>
<th>Year 1, Fall</th>
<th>credits</th>
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<tbody>
<tr>
<td>BI 612 Advanced Pathophysiology</td>
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<tr>
<td>NU 620 Clinical Pharmacology I*</td>
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<tr>
<th>Year 1, Spring</th>
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<tr>
<td>NU 641 Advanced Clinical Pharmacology II</td>
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<tr>
<td>(NOTE: NU 641 MUST be taken in the fall or spring prior to entering NU 664)</td>
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<tr>
<td>NU 669 Family Systems Theory</td>
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<tr>
<th>Year 1, Summer</th>
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<tr>
<td>NU 650 Advanced Health Assessment</td>
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<tr>
<td>NU 652 Advanced Pediatric Assessment</td>
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<td>(Note: NU 650 or 652 must be taken in the summer prior to primary care)</td>
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<tr>
<th>Year 2, Fall</th>
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<tbody>
<tr>
<td>NU 664 Primary Care Concentration I—A, B, C or D</td>
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<tr>
<td>NU 661 Care of the Childbearing Woman (For WHNPs)</td>
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<tr>
<td>NU 643 Advanced Psychopharmacology (For Psych/Mental Health NPs)</td>
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<tr>
<th>Year 2, Spring</th>
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<tr>
<td>NU 665 Primary Care Concentration II—A, B, C or D</td>
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<td>Total</td>
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* needs to be taken prior to NU641

POST-MASTER’S CERTIFICATE IN NURSING EDUCATION

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)
- ED 622 Assessment and Evaluation in Nursing Education (3 credits)
- NU 672 Mentorship Teaching Experience/Seminar (3 credits)

Total Credits 12
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- 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.