

# ACADEMIC CATALOG

## 2023-2024





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## **Mission Statement**

*Rooted in the Catholic intellectual tradition and inspired by the social justice values of our founders, the Sisters of St. Joseph of Boston, Regis College is a welcoming and inclusive community. We are called to provide access to an academically rigorous education through innovative learning opportunities and collaborative engagement at all degree levels. We educate the whole person, preparing our students to pursue excellence, to become change agents in their own communities, and to serve and lead as advocates for a more just and compassionate global society.*

Regis College  
235 Wellesley Street  
Weston, MA 02493

Date of Publication: July 2023

## **Relationship with Handbooks for Individual Academic Programs**

In addition to this Academic Catalog, individual Regis College academic programs may have specific handbooks related to the requirements of an academic department or program. Unless specifically stated to the contrary in this Academic Catalog, the requirements and processes stated in an academic program handbook will take precedence over this Academic Catalog in the event there is a conflict between documents.

## **Amendments to the Academic Catalog**

Regis College may amend this Academic Catalog on an as-needed basis. Any amendments will become effective upon reasonable notice to the Regis community.

## President's Message



Like our courageous founders, the Sisters of St. Joseph of Boston, our faculty and staff strive for excellence and are committed to supporting students throughout their journey at the university. With over 3,300 undergraduate, graduate, and doctoral students enrolled on campus and in fully online graduate programs, Regis provides an academically rigorous education within the schools of nursing, arts and sciences, business and communication, and health sciences. Complementing the university's mission of providing access to innovative, industry-focused learning

opportunities, Regis offers academic partnerships with organizations around the country; and through the Division of Professional Studies, bachelor's completion, accelerated, and certificate programs to accommodate all types of students.

Regis educates the whole person, preparing our students to pursue excellence, to become change agents in their own communities, and to serve and lead as advocates for a more just and compassionate global society. We remain steadfast in our commitment to providing an even more inclusive, equitable, and welcoming Regis community. We continue to build upon our commitment to make real institutional change and better the experience for marginalized students, faculty, and staff.

At Regis, you are encouraged to think across the disciplines, grow personally and academically as you are prepared to make a meaningful and positive impact on society. With the dedicated support of faculty and staff, you will grow in ways you never could have imagined as you discover your academic interests and personal talents.

Regis looks forward to teaching, learning, and advancing with you in your pursuit of academic excellence, guided by faculty and staff who are committed to your success as a student.

Welcome!

## Visiting

The website address is [www.regiscollege.edu](http://www.regiscollege.edu). For complete directions to Regis College locations, as well as campus and local area maps, please see the end of this catalog.

### Undergraduate Students

Prospective undergraduate students for all programs are welcome and encouraged to visit the Regis campus as an important component of the application process.

Students who wish to register for a campus visit, or to set up an individual meeting with an admission counselor may contact the [Office of Undergraduate Admission](#) or call 781.768.7100.

### Graduate Students

Prospective graduate students for any graduate program are encouraged to visit Regis to meet with an advisor, attend an information session, or tour the campus. Multiple Graduate Information Sessions, offered on campus and online, are held throughout the year. Students who wish to speak with a counselor or visit the campus may contact the [Office of Graduate Admission](#) at 781.768.7330.

### Bachelor's Completion and Continuing Education

Students seeking to complete their degree through one of our part-time bachelor's completion programs, or advance their career through one of our certificate programs, are encouraged to connect with an advisor. Learn more about our [continuing education programs](#) by calling 978.655.5818.

### Lawrence Memorial/Regis College

Students interested in the [Lawrence Memorial/Regis College \(LMRC\)](#) associate degree programs, Nursing or Radiography, should contact LMRC directly at 781.306.6600. These programs are administered on Lawrence Memorial Hospital's campus at 170 Governors Avenue, Medford, MA 02155.

### Regis North

Regis North is focused on providing continuing education opportunities to post-traditional students predominantly in the Merrimack Valley. It is affiliated with [Northern Essex Community College](#) with hybrid courses offered in the evening, either Zoom-based virtually or asynchronously with affordable tuition rates. Students with prior college credits or an associate's degree from an accredited institution can transfer to Regis North's bachelor degree completion programs. Those who are interested should contact the [Admission and Advising Counselor at Regis North](#).





# Regis at a **GLANCE**



**SUBURBAN  
CAMPUS**

**CITY  
CONNECTIONS**

**5**

## SCHOOLS/DIVISIONS

School of Arts and Sciences  
Sloane School of Business  
and Communication  
School of Health Sciences  
Young School of Nursing  
Wood Lavine Division of  
Professional Studies

**30+**

**UNDERGRADUATE &  
BACHELOR COMPLETION  
PROGRAMS**

**29**

**GRADUATE &  
DOCTORAL  
PROGRAMS**

**3,200**

**STUDENTS  
UNDERGRADUATE,  
GRADUATE, AND  
DOCTORAL**



**97%**

**STUDENTS EMPLOYED FULL-TIME OR  
ENROLLED IN GRADUATE SCHOOL  
WITHIN SIX MONTHS OF GRADUATION  
(5-YEAR AVERAGE)**

**100%**

**OF INCOMING STUDENTS  
RECEIVED A MERIT SCHOLARSHIP OR  
NEED-BASED AWARD FROM THE UNIVERSITY  
(FALL 2022)**

**22%**

**STUDENTS OF COLOR\***

## STUDENTS FROM

**50**

**STATES**

**11**

**COUNTRIES**

## GLOBAL CONNECTIONS

Recent Education Abroad & International  
Service-Learning Locations include:

- › Australia
- › Chile
- › Dominican Republic
- › England
- › France
- › Germany
- › Haiti
- › Iceland
- › Ireland
- › Italy
- › Kenya
- › New Zealand
- › Northern Ireland
- › South Korea
- › Spain

\* Students who report their race/ethnicity as African American/Black, Asian, Hispanic/Latinx, Native American/Alaska Native, Native Hawaiian/Pacific Islander, or multiracial.





Mascot: **PRIDE**

Colors: **CRIMSON & GOLD**

Conference: **GNAC**

(Great Northeast Athletic Conference)



ON-SITE, HYBRID, AND  
FULLY ONLINE  
PROGRAMS

**13**  
REGIS  
**FASTTRACK**  
PROGRAMS

**30+**  
CLUBS &  
ORGANIZATIONS

**50%**  
FIRST-YEAR  
FIRST-GENERATION  
UNDERGRADUATE STUDENTS  
(FALL 2022)

**100**  
EDUCATIONAL  
PARTNERSHIPS

**100%**  
OF UNDERGRADUATE STUDENTS  
PARTICIPATE IN INTERNSHIPS,  
CLINICALS, OR FIELDWORK



COED SINCE 2007



YELLOW RIBBON SCHOOL  
DESIGNATED MILITARY  
FRIENDLY INSTITUTION



**9:1**  
AVERAGE  
STUDENT-TO-FACULTY RATIO

**20k+**  
ALUMNI  
COMMUNITY



ONE OF THE BEST REGIONAL  
UNIVERSITIES IN THE NORTH  
REGION FOR SOCIAL MOBILITY  
(US News & World Report)

updated: 5/25/2023



## History

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

When Regis formally opened on September 21, 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 non-resident students. During the 1970s, Regis began granting graduate degrees.

Eighty years of a strong tradition brought Regis to a historical moment in the fall of 2007 when it officially and seamlessly made the transition to a co-ed institution. In January 2007, Regis began offering its first doctoral program (the Doctorate of Nursing Practice). The second, the EdD in Higher Education Leadership, was launched in 2013. Regis currently offers more than two dozen graduate programs in four schools: The School of Arts and Sciences, The Marshall M. Sloane School of Business and Communication, The School of Health Sciences, and The Richard and Sheila Young School of Nursing. Regis' intergenerational campus includes a Children's Center and a Lifelong Learning program (LLARC) for senior adults with a passion for learning.

In the first decade of this century, Regis continued to walk a path of transformation. In 2008, the Regis faculty strengthened the core curriculum through a major revamping. For three consecutive terms, Regis was named a Center of Excellence in Nursing Education by the National League of Nursing. It was one of the first nursing programs in New England to receive that designation.

Additionally, since 2008 Regis has leveraged its expertise in nursing to create a unique international faculty partnership initiative to educate nursing faculty in Haiti. The university has graduated 37 core nursing faculty and clinical practitioners with a master's degree in nursing, thus making impactful contributions to improving public health in that country. During 2014-2015, a new residence hall wing, a new quad, and a renovated learning commons/library was constructed. In 2015, a satellite campus, Regis North, was launched in Lawrence to bring educational and professional opportunities to residents of Merrimack Valley through flexible, convenient bachelor degree completion programs in nursing, public health, and marketing and communications. In the fall of 2017, Regis joined the Great Northeast Athletic Conference and twenty teams advanced to GNAC post-season competition in the first year of membership.

In 2017, Regis embarked on a new strategic initiative by offering its first fully online programs. Now with a dozen online programs, Regis' reach has expanded the globe. Regis opened the Dental Center in Waltham in 2019, a high-tech educational facility that serves as the clinical home for the university's dental hygiene program. Regis launched the Theresa Wood Lavine Division of Professional Studies in 2022 to address ongoing workforce development needs and support contemporary learners through certificate and bachelor-completion programs. A vision for the future is complete with One Pride, Many Voices: Owning Our Future, a strategic plan for 2022-2025 with institutional priorities of equity, innovation and investment, and empowerment. That future is filled with growth as Regis continues to transform for undergraduate, graduate, doctoral and students seeking certificates.

### **About us**

A Catholic university in greater Boston, Regis is a coeducational institution offering undergraduate and graduate programs leading to associate, baccalaureate, master, and doctoral degrees.

### **Admission**

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

### **Accreditation**

Regis College supports the efforts of secondary school officials and governing bodies to have their schools achieve regionally accredited status and, thus, to provide reliable assurance of quality educational preparation of applicants for admission to college.

Regis College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.



Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
Phone: 781.425.7785      E-Mail: [info@neche.org](mailto:info@neche.org)

The Early Childhood Education, Elementary, Secondary Education (English and History), and Moderate Special Needs Programs 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 diagnostic medical sonography program at Regis College is accredited by the [Commission on Accreditation of Allied Health Education Programs](#) upon the recommendation of the Joint Commission on Education in Diagnostic Medical Sonography (JRC-DMS).

Commission on Accreditation of Allied Health Education Programs  
25400 US Hwy 19 N., Suite 158  
Clearwater, FL 33763  
Phone: 727.210.2350

The Nuclear Medicine Technology program is accredited by the [Joint Review Committee on Educational Programs in Nuclear Medicine Technology](#) (JRCNMT)  
820 W Danforth Rd, #B1  
Edmond, OK 73003

The Nursing Programs are accredited by the [Accreditation Commission for Education in Nursing](#) (ACEN); formerly National League for Nursing Accrediting Commission  
3390 Peachtree Road, NE, Suite 1400  
Atlanta, GA 30326  
Phone: 404.975.5000

The entry-level occupational therapy master's degree program has been granted accreditation status, effective April 22, 2018, by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

6116 Executive Blvd., Suite 200  
North Bethesda, MD 20852-4929.  
Phone: c/o AOTA: 301.652.6611  
[www.acoteonline.org](http://www.acoteonline.org)

Graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The Master of Science (MS) education program in speech-language pathology at RegisCollege is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association:

2200 Research Boulevard, #310  
Rockville, MD 20850.  
Phone: 1.800.498.2071 or 301.296.5700.

The Regis College Dental Hygiene Program is accredited by [The Commission on Dental Accreditation](#) (CODA):

211 E. Chicago Avenue  
Chicago, IL 60611  
Phone: 312.440.4653

The Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT):

20 N. Wacker Drive, Suite 2850  
Chicago, IL 60606-3182  
Phone: 312.704.5300

The Bachelor of Social Work (BSW) program is accredited by the Council on Social Work Education. The Master of Social Work (MSW) program is accredited by the Council on Social Work Education.

The [BA in Global Business Management](#) is accredited by the Accreditation Council for Business Schools and Programs [ACBSP](#) :

11520 West 119th Street  
Overland Park, KS 66213



# The Regis Pathways of Achievement

The Pathways of Achievement are focused in the four Schools: the School of Arts and Sciences, the Sloane School of Business and Communication, the School of Health Sciences, and the Young School of Nursing.

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

Certain academic majors cluster within each pathway, providing myriad options to the student. The sets of majors in each Pathway encourage the sparks of knowing between courses and fields, faculty, students, and advisors to help each student shape a particular direction.

## THE SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences offers bachelors, masters, and doctoral programs in a wide range of career-focused tracks. Programs combine a strong core curriculum that teach the creative, communicative, and problem-solving skills valuable to employers. All students are required to complete an internship or an experiential learning requirement. Theory is blended with practical experience, and each program is designed to help students develop values, ideas, and the intellect needed for life and leadership.

### Undergraduate degrees

- Bachelor of Arts in Biology
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Education (Licensure in Early Childhood, Elementary, Secondary English, Secondary History, or Non-licensure in Early Childhood)
- Bachelor of Arts in English
- Bachelor of Arts in Interdisciplinary Studies in the Humanities
- Bachelor of Science in Biology
- Bachelor of Science in Biomedical Engineering
- Bachelor of Science in Cybersecurity
- Bachelor of Science in Environmental Sustainability

### Minors

- Art
- Biology
- Biomedical Engineering
- Criminal Justice

- Cybersecurity
- English
- Environmental Sustainability
- History
- International Relations
- Laboratory Operations Management
- Music
- Political Science
- Religious Studies
- Sociology
- Spanish
- Theatre
- Writing
- Women's Studies

### **Graduate degrees**

- Doctor of Education in Higher Education Leadership
- Master of Education in Teaching Special Education (Moderate Disabilities, Pre-K-8, 5-12)
- Master of Education in Student Success

### **Certificates**

- Advanced Spanish for Health Sciences

## **THE SLOANE SCHOOL OF BUSINESS AND COMMUNICATION**

Students in the Sloane School of Business and Communication represent the future of regional, national, and global industry leadership. Students participate in cutting-edge seminars and focused, high-level internships in finance, healthcare, marketing, communication, and management. Our professors bring real-world experience into the classroom to combine theory and practice, providing quality individual and seminar-style mentoring. Students in the global business management program are pre-approved to spend a semester studying in Cyprus, Greece or Milan, Italy.

### **Undergraduate degrees**

- Bachelor of Arts in Communication
- Bachelor of Arts in Business Management
- Bachelor of Arts in Business Analytics
- Bachelor of Arts in Marketing & Communications
- Bachelor of Science in Financial Planning
- Bachelor of Science in Digital Marketing
- Bachelor of Science in Supply Chain Management

### **Minors**

- Financial Planning
- Communication



- Data Analytics
- Economics
- Film Studies
- Business Management
- Digital Marketing
- Supply Chain Management

### **Graduate degrees**

- Master of Arts in Strategic Communication
- Professional Master of Business Administration (Regis graduate school students and alumni only)
- Master of Science in Product Management

### **Certificates**

- Financial Planning
- Digital Marketing
- Supply Chain Management

## **THE SCHOOL OF HEALTH SCIENCES**

The School of Health Sciences offers cutting-edge interdisciplinary programs designed to prepare students for successful careers in ever-changing fields.

### **Undergraduate degrees**

- Associate of Science in Dental Hygiene
- Associate of Science in Radiography (in partnership with Lawrence Memorial Hospital)
- Bachelor of Arts in Psychology
- Bachelor of Arts in Public Health
- Bachelor of Science in Dental Hygiene
- Bachelor of Science in Diagnostic Medical Sonography
- Bachelor of Science in Exercise Science
- Bachelor of Science in Health Sciences
- Bachelor of Science in Medical Imaging Sciences
- Bachelor of Science in Nuclear Medicine
- Bachelor of Science in Neuroscience
- Bachelor of Science in Nutrition
- Bachelor of Science in Sport Management
- Bachelor of Social Work
- Bachelor of Science in Therapeutic Recreation

### **Minors**

- Athletic Coaching
- Communication Sciences and Disorders
- Exercise Science
- Inclusive Recreation

- Neuroscience
- Nutrition
- Psychology
- Public Health
- Social Work
- Sport Management

### **Graduate degrees**

- Master of Arts in Counseling
- Master of Arts in Mental Health Research and Leadership
- Master of Science in Applied Behavior Analysis
- Master of Science in Health Administration
- Master of Science in Occupational Therapy
- Master of Public Health
- Master of Science in Regulatory and Clinical Research Management
- Master of Social Work
- Master of Science in Speech Language Pathology

### **THE RICHARD AND SHEILA YOUNG SCHOOL OF NURSING**

Regis was named a Center of Excellence (COE) in Nursing Education by the National League of Nursing through 2020. The designation was awarded to Regis for "creating environments that enhance student learning and professional development." This distinction has been awarded to the School of Nursing three consecutive times.

Students in the Nursing program can bring their classroom experience to life during their clinical rotations. Regis nursing students can complete clinicals at some of the leading hospitals and healthcare facilities in the country. Past clinical placements include Massachusetts General Hospital, Boston Children's Hospital, McLean Hospital, and Newton-Wellesley Hospital. Graduates of the Nursing program at Regis are in high demand at hospitals, private and public clinics, as well as long-term care facilities.

The School of Nursing offers courses off-site at Boston area hospitals including Brigham and Women's Faulkner, Beth Israel Lahey Health, and Hebrew Senior Life. An entire BSN completion program for RNs is offered at Regis' satellite campus, Regis North, in Lawrence, Massachusetts, at Northern Essex Community College. The graduate nursing program is offered at the Weston Campus as well as 100% Online.

### **Undergraduate degrees**

- Associate of Science in Nursing (in partnership with Lawrence Memorial Hospital)
- Bachelor of Science in Nursing

## **Graduate degrees**

- Master of Science in Nursing
- Doctor of Nursing Practice

## **Certificates (offered through the four Schools, Division of Professional Studies and Continuing Education)**

- Applied Behavior Analysis
- Breast Imaging
- Gerontology
- Health Administration
- Health Informatics
- Interventional Radiology
- Integrative Health
- Latin American Studies
- Medical Imaging
- Spanish for Health Sciences
- Nursing Leadership
- Perioperative Nursing
- Post-Master's Certificate in Nursing
- Post-Master's Certificate for APRNs with a Master's Degree in Nursing
- Post-Doctorate Certificate for APRN's with a Clinical Doctorate in Nursing
- Healthcare Interdisciplinary Telehealth Graduate Certificate Program
- Transdisciplinary Addiction Professional Certificate Program
- Post-Doctorate Clinical Specialist Certificate for APRN's with a Clinical Doctorate in Nursing

## **Associate Degree Programs in Partnership with Lawrence Memorial Hospital**

### **The Nursing and Radiography Programs (associate of science degrees)**

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

### **Location**

Professional courses in nursing and radiography are held on Lawrence Memorial Hospital's campus located seven miles north of Boston. Lawrence Memorial Hospital shares its site with the Courtyard Nursing Care Center, a state-of-the-art nursing



center, an affiliate of Tufts. Non-nursing courses are offered through Regis College in a variety of modalities including campus-based in Weston, MA as through our Online campus. On the Regis campus, students have access to all Regis facilities including libraries, laboratories, technology centers, and athletic facilities. Since both campuses are located close to Boston, students enjoy entertainment, shopping, and dining venues, as well as historical and cultural events unique to the city.

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

## Library

The Lawrence Memorial Hospital 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 and faculty twenty-four hours a day, seven days a week and is staffed Monday through Friday. The information specialist provides all entering students with basic library instruction as part of the orientation program as well as group and individual instruction to students throughout their enrollment including basic information literacy skills, database searching and World Wide Web searching. The library collection contains approximately 250 electronic and print books and 150 health-related print or electronic journal subscriptions. Several desktop computers are available for database searching as well as for word processing, PowerPoint production, and Internet access for academic research. Access to evidence-based resources such as CINAHL, Nursing Reference Center Plus, the Lippincott Manual of Nursing Practice, Dynamed, and the Cochrane Library of Systematic Reviews is also available. WiFi is available throughout the library. The library is a member of the Medical Library Association (MLA), Decline a nation- wide health sciences library inter library loan and document delivery network, the National Library of Medicine's National Network of Libraries of Medicine (NNLM), and the Massachusetts Health Sciences Libraries Network (MAHSLIN).

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

The MLN catalog and a large variety of eResources, including databases and eBooks, are available from computers throughout the library, in other campus locations, and off campus from the Regis Library homepage. The library also has a

book scan station, a fax machine, and copiers for student use. During the academic year the Reference and Research Help Desk is staffed with librarians seven days per week. It is staffed six days per week during the summer sessions. The librarians provide both group and individual instruction to teach students to define their information needs; identify appropriate sources of information; evaluate these sources in terms of relevance, reliability, currency and objectivity; and to ethically use information. They also teach students skills and strategies for information seeking. The librarians are available through email, chat services, and on a drop-in basis or by appointment. Books and journal articles not owned by Regis Library may be requested through interlibrary loan.

### **Computer Lab**

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

### **Laboratory Facilities**

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

The Radiography program offers two fully functional energized x-ray rooms. The radiography suite has computed radiography and flat-panel digital radiography equipment. The lab is also equipped with a portable x-ray machine. The work area contains a small computer lab for student use. Students have 24/7 access to the lab, with only the x-ray producing capability deactivated, allowing practice time with state-of-the-art equipment at the convenience of the student's schedule.

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

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

### **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. For those who are dually enrolled (working on their AS and BS simultaneously) financial aid is distributed through LMRC. For those who are graduated with their AS and only working on their BS, a FASFA should be completed and coded to Regis College who will award financial aid to qualifying students. Questions regarding financial aid programs and opportunities may be directed to the financial aid administrator, Lawrence Memorial Hospital campus at 781-306-6652.

### **Accreditation**

The professional Associate of Science Nursing Degree program is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts. The associate degree nursing program at Lawrence Memorial/Regis College located in Medford, MA is accredited by:

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Rd NE, Suite 1400  
Atlanta, GA 30326  
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate degree nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

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

The Applied Behavior Analysis (ABA) on the ground program is accredited by the Association for Behavior Analysis International  
550 West Central Ave  
Portage, MI 49024  
Phone. 269.492. 9310



# Regis Facilities and Services

## Athletic Facility

The athletic facility features a competition-size swimming pool with an outdoor patio; a multipurpose gymnasium that incorporates a regulation basketball court, volleyball courts, a lounge area, and athletic offices; a fitness center with weight machines and cardiovascular equipment; a trainer's room and team room; a welcome desk and staff member offices. In the fall of 2018 a weight room was constructed specific to strength and conditioning. This is a supervised facility used for classes, and individual team and student-athlete instruction. Additional staff offices are located in College Hall.

The outdoor complex, located across the parking lot from the athletic facility, includes a NCAA regulation synthetic turf field, a comprehensive track facility including an 8-lane track, 6 tennis courts, and a softball complex. All of the outdoor facilities have lighting. Regis students, faculty, alumni, staff, and their guests may use athletic facilities as the varsity schedule allows. Regulations and arrangements for use are available at the welcome desk in the athletic facility.

## Bookstore

The Regis bookstore and gear shop uses a hybrid model. An [online bookstore](#) for course material is powered by eCampus. Complimentary three-day shipping to the campus gear shop is available for all textbooks and course materials.

The campus gear shop in partnership with University Gear Shop (UGS) offers a variety of products including branded apparel and merchandise. The Regis gear shop is located in the Lower Student Center. Stop into the Gear Shop, call them at 781.768.8119 or visit [online](#).

## Office of Public Safety

The Office of Public Safety consists of Regis Police, Fire Safety, Campus Safety, and Dorm Security Officers. All Public Safety personnel are committed to maintain a high quality of life for all who visit, study, live, and work on campus.

Each Regis Police Officer is academy trained and commissioned as a Special State Police Officer. Regis Police Officers respond to a variety of on-campus related incidents to include medical/mental health emergencies, safety escorts, building access control issues, and general safety concerns. Regis Police work collaboratively with many groups on campus including, but not limited to, the Center for Health and Wellness, Residential Life, and Student Affairs.

The Office of Public Safety conducts fire safety inspections and testing throughout the year of all Regis campus buildings and residence halls. Public Safety personnel offer a variety of safety training programs for students, faculty, and staff.

All Public Safety personnel are based out of the Regis College Police Department, located in College Hall, Room 102. The Police Department is open 24 hours a day, 7 days a week. Students may visit at any time or call using the following numbers:

**Emergency Number** (Police/Fire/Medical)      781.768.7777  
(Dial 7777 from any Regis landline)

**Non-Emergency Number**      781.768.7111

## **Dining Service**

Regis Dining Services provides quality, variety and convenience for the Regis community in four dining venues. The Student Center main dining hall offers all-you-care-to-eat service during breakfast, lunch, and dinner. Enjoy time with friends and use your meal plan here for great value and delicious meals. The Bistro at College Hall provides quick and healthy grab & go options for students who are on the go or taking evening classes. The Lower Student Center (LSC) is a popular retail grill featuring made-to-order grilled sandwiches and wraps, popular fried items like chicken tenders, mozzarella sticks, or choose a fresh salad. No matter what, it's a great hang-out space during the day or evening. Dunkin' Donuts Express is located in the lobby of the Lorraine Tegan Learning Commons and offers gourmet coffee beverages, teas and bakery favorites. We make it easy for you to use our campus mobile ordering system to order ahead or to avoid lines at the LSC and Dunks locations.

Declining Balance Dining Dollars, cash, and credit/debit cards are accepted at all dining locations. Meal Plan Taps are accepted at the Student Center main dining hall and the LSC. Lawrence Memorial/Regis College students may use the Lawrence Memorial Hospital cafeteria which offers a broad selection of hot and cold meals and snacks.

Dining for Regis North students is available at the Revolving Test Kitchen on the first floor of 420 Common Street as well as the many restaurants in the Lawrence area. There is also a grab-and-go station on the first floor of the Dimitry Building at 45 Franklin Street.

## **Fine Arts Center**

The Fine Arts Center provides the ideal setting for the integration of technology with an interdisciplinary approach to the study of art, music, drama, and dance. The centerpiece of the Fine Arts Center is the Eleanor Welch Casey Theatre, a 650-seat

proscenium style theatre/concert hall. The 80-seat Patricia Teehan Sullivan Studio Theatre serves drama and dance 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 work by contemporary artists, as well as exhibitions curated by Regis students, faculty, and staff. The second floor of the Fine Arts Center houses the acoustically balanced choral room that accommodates a chorus of sixty-five voices, multiple practice rooms with instruments including a baby grand piano and drum set, and a keyboard classroom. The second floor is also the home of the Regis College Archives. The third floor includes a digital imaging instructional lab, studio space, and a small lecture hall. The technology available in this area allows students to produce digital designs and graphics for presentations and interactive publications, create works in traditional print media, and work with digital photography

### **Center for Health and Wellness**

Regis Center for Health and Wellness provides episodic and primary care to all Regis students, faculty, and staff. Reporting to the Dean of Student Affairs within the Student Affairs and Enrollment division, the mission is to provide the Regis community with high quality health services in accordance with the principles of professional practice and ethical conduct. Through the provision of quality, accessible, and comprehensive health care, we maintain the physical and emotional well-being of the Regis community.

Appointments are required for routine needs and the patient's health insurance will be billed for services received. Medical services are provided by board certified nurse practitioners and registered nurses. All information within the patient's medical record is confidential; parents, faculty, and administrators do not have access to these records. Information is released only with the patient's written consent, except as required by law or in a life-threatening situation.

The Center for Health and Wellness offers health education programs in coordination with the Student Wellness Group and other areas of Regis and serves as a clinical placement site for and graduate nursing students. For more information, hours of operation, or to schedule an appointment, please call the main office at 781.768.7290.

### **Counseling Services**

All Regis students are eligible for free mental health services, including individual counseling, group counseling, medication evaluation, and referral through the Regis College Counseling Center which is located in the Center for Health and Wellness. Mental health professionals are on campus daily and services are available year-



round. We also offer free nutritional counseling throughout the academic year to all students. On-campus appointments can be made by contacting the Center for Health and Wellness at 781.768.7290.

Fully Online, Regis North and Lawrence Memorial/Regis College nursing and radiography students can access All One Health for counseling services. All One Health provides 24/7/365 instant access to a mental health professional. Students can have ongoing counseling provided over the phone or in person in their geographic area. Appointments can be made by calling 1.800.756.3124.

### **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, information services, and support. Regis' campus-wide network provides students, faculty, and staff with Internet access, email, IPTV cable service, 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
- Microsoft Office 365
- Audio Visual and Multimedia Services
- UniFlow Printing at multiple locations across campus
- Moodle Learning Management System
- Regis Access web applications
- Email
- Phone service
- IPTV cable service

The ITS Helpdesk is available to students, faculty, and staff in need of technology assistance.

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

Please visit: <http://home.regiscollege.edu/> for links to academic applications and <https://www.regiscollege.edu/regis-life/life-campus/information-technology-services> for additional information on ITS. Students are required to read and comply with the Technology Ethics and Privacy Agreement at [www.regiscollege.edu/ethics&privacy](http://www.regiscollege.edu/ethics&privacy)

## **Post Office**

The campus post office, located in the Regis Gear Shop on the lower level of the Student Center, is open Monday through Friday from 9:00 a.m. to 4:30 p.m. All full-time residential students receive a mailbox and combination for their personal use, and pick up both mail and packages at the post office. Mailboxes are located adjacent to the Gear Shop. Any member of the Regis community can purchase stamps, send domestic and international mail and packages via the United States Postal Service, and arrange for expedited USPS services (express, priority, certified). The post office also accepts pre-paid UPS and FEDEX letters and packages.

## **Transportation**

Free shuttle service is available to and from the Riverside MBTA station when classes are in session from early morning until late evening from Monday through Friday, with an abbreviated schedule on weekends and holidays. The shuttle also stops at the Natick Mall a few times each day, and on weekends it stops a few times at a local shopping mall with a supermarket. Schedules are posted [online](#), on the digital screen on the lower level of the Student Center near the shuttle stop, and are available in the Campus Police Office. Students can also see schedules and track the shuttle in real time using the [Regis app](#).

# **General College Policies and Procedures**

## **Catalog and College Policies**

Graduate and Undergraduate students are expected to inform themselves regarding all academic policies by referring to the Catalog and consulting with their academic advisors. The Catalog is not an irrevocable contract. Regulations published in it are subject to change by Regis at any time without notice. Regis regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. The appropriate authorities, with the interest of the students and the institution in mind, will make necessary interpretations of these policies.

Students are encouraged to consult an advisor or the school deans if they have questions about the application of any policy. Any course with a department but no course number is a course that will run after January 1.

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

## Accreditation, State Regulation, and Complaints

Regis College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
Phone: 781.425.7785      E-Mail: [info@neche.org](mailto:info@neche.org)

Students may also submit complaints to the [Massachusetts Department of Higher Education](#) or the Massachusetts Attorney General using the following contact information:

Massachusetts Department of Higher Education Office of the General Counsel  
One Ashburton Place, Room 1401  
Boston, MA 02108  
617.994.6950

[www.mass.edu/forstufam/complaints/complaints.asp](http://www.mass.edu/forstufam/complaints/complaints.asp) (complaint site)

Massachusetts Office of the Attorney General Consumer Advocacy & Response Division  
One Ashburton Place, 18th Floor Boston, MA 02108  
[www.mass.gov/ago/consumer-resources/consumer-assistance/consumer-complaint.html](http://www.mass.gov/ago/consumer-resources/consumer-assistance/consumer-complaint.html)

DHE's SARA-specific Complaint Procedure  
[For student complaints regarding distance learning programs.](#)

Please [visit this link](#) for information about submitting complaints in other states.



## **Academic Assessment Statement**

Regis College is committed to continuous improvement of the curriculum through assessment of student learning. Information on mission, goals, and student learning outcomes that pertain to each academic program is provided on the [Regis College website](#) and this catalog.

## **Academic Appeals**

A student may address the following academic concerns via the Academic Appeal process:

**Grades:** A student may appeal their final grade in a course as well as any other grade received within a course (e.g., a grade on an assignment, project, quiz, exam, or administrative withdrawal from a course). A student must base their Academic Appeal of a grade upon either an error in grading (e.g., miscalculation) or an unfair grading practice (e.g., discrimination).

**Academic Requirement:** A student may appeal an academic requirement that was applied inconsistently or unfairly.

The Office of Academic Affairs may modify the Academic Appeals process as it determines necessary to maintain a fair and effective process.

A student's Academic Appeal must provide specific detail and, where available, supporting documentation, describing the matter which they are appealing. For example, an Academic Appeal would need to specify how a grade was miscalculated how and why a grade was unfair or how and why an academic requirement was applied unfairly or inconsistently. If a student submits an Academic Appeal lacking sufficient detail, the student will have a reasonable opportunity to provide adequate detail and/or documentation.

A student bears sole responsibility for initiating each step within the Academic Appeal process. The steps below are progressive in nature (i.e., a student must complete them in order). If a satisfactory outcome is reached at any step, the student does not need to proceed with the following step(s). A student may choose to discontinue the Academic Appeal process at any time. If a student discontinues their Academic Appeal, then the original grade, action, or academic requirement will stand.

## **Academic Appeal Process**

### **Step One: Written Appeal to the Course Instructor**

To initiate an Academic Appeal the student must contact the course instructor within five (5) business days of the occurrence of the matter, in writing, describing the academic matter, the basis of their appeal and requesting a meeting, in person or virtually, to discuss the matter. The course instructor must make reasonable effort to hear the student's concern and, if possible, to address the concern. Following the meeting, the course instructor must inform the student in writing regarding the course instructor's decision and/or the status of the academic matter.

### **Step Two: Written Appeal to the Department Chair/Program Director**

If the student continues to be dissatisfied after Step One, the student may contact the department chair/program director within five (5) business days of receiving the results of Step One. This contact must be in writing and must describe the academic matter and the course instructor's response. The department chair/program director may arrange individual or group meetings to discuss the matter.

### **Step Three: Written Appeal to Associate School Dean and/or School Dean**

If the student continues to be dissatisfied after Step Two, the student may contact the associate school dean and/or school dean within five (5) business days of receiving results of Step Two. This contact must be in writing and must describe the academic matter and the outcome the prior steps. The associate school dean/school dean may arrange individual or group meetings to discuss the matter.

### **Step Four: Written Appeal to the Vice President of Academic Affairs**

If the student continues to be dissatisfied after Step Three, the student may contact the Vice President of Academic Affairs within five (5) business days of receiving results of Step Three. This contact must be in writing and must and must describe the academic matter and the outcome of the prior steps. The Vice President of Academic Affairs may arrange individual or group meetings to discuss the matter.

The Vice President of Academic Affairs will review the relevant information and will generally issue a written decision to the student within fifteen (15) business days of receiving the Step Four appeal. The Vice President of Academic Affairs may delay issuing the written decision for reasonable cause and upon notice to the student. The associate school dean/school dean, department chair/program director, and course instructor will receive a copy of the written decision. The decision of the Vice President of Academic Affairs is final and binding upon the student and the course instructor.

## Academic Integrity

All students enrolled in classes at Regis College must maintain integrity in all academic pursuits including, but 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.

### **Examples of Academic Integrity Violations include, but are not limited to:**

- Inventing data, quotes, or citations
- Copying or sharing questions from or answers on exams through any means (e.g., electronic transmission, screenshots, etc.);
- Providing or obtaining unauthorized assistance on exams including, but not limited to, bringing “cheat sheets” to closed-book examinations; using any electronic device in an exam for unapproved purposes
- Discussing what is/was on a specific examination with someone who has not yet taken it
- Having someone else complete an exam
- Failing to follow procedures for taking an exam
- Copying or sharing answers on homework assignments. On assignments where group work is encouraged or allowed, students may be called upon to individually justify their answer(s) to the instructor.
- Falsifying records, transcripts, recommendations, clinical/fieldwork hour logs, or other documents related to student qualifications or the completion of academic requirements
- Submitting the same paper in more than one class without prior permission
- Plagiarism - presenting someone else’s ideas or words (including Internet sources) as one’s own in written work, presentations, or other assignments
- Misrepresenting as your own any material produced by a computer program or artificial intelligence website or service

### **Detection of Plagiarism**

Regis may use third parties (e.g., Turnitin or other vendors) to evaluate submitted student work for the detection of plagiarism. In other words, as a requirement of a particular course or academic program, students may be directed to submit their work to a third party to determine whether it reflects the students’ original work. The work may be submitted to the vendor by the student or by the course instructor. Works submitted to a vendor may be stored within that vendor’s database. Students should review the vendor’s policies and user agreements to familiarize themselves with how their work will be managed.

## Reporting Academic Integrity Violations

The Office of Academic Affairs may modify the procedures below as it determines necessary to maintain a fair and effective process. The formal paperwork which accompanies each step is available is on the SPIKE/SHARP portals.

1. Notice of Allegation and Opportunity for Student Response: Within ten (10) business days of discovering a violation, the course instructor will notify the student in writing of the alleged academic integrity violation. This notice must include specific details about the alleged violation. Following this notice a student may respond to the allegation in writing within five (5) business days of the notice. The student's written response must include specific evidence refuting the allegation.
2. Affirming or Retracting an Allegation (course instructor's decision): After reviewing the student's written response, if any, the course instructor must issue a written decision affirming or retracting the allegation within five (5) business days. If affirmed, then the course instructor may issue a Course Penalty (see below) against the student.
3. Report to School Dean: If the course instructor affirms the academic integrity violation, they must inform the relevant School Dean, in writing within five (5) business days of affirming the allegation. The purposes of this notice are to generally inform the School Dean and to evaluate whether to issue a School Penalty.
4. Issuing a School Penalty: After receiving notice from the course instructor, the relevant School Dean may impose a School Penalty (see below) in addition to any Course Penalty issued by a course instructor. The School Dean must issue any School Penalty within ten (10) business days of receiving notice from the course instructor or prior to the beginning of the next academic term, whichever comes first.

## Penalties for Academic Integrity Violations

**Course Penalty:** A Course Penalty generally affects a student's grade or participation in, or completion of an individual course and may include, but is not be limited to: a failing grade on an assignment; redoing an assignment (which may or may not result in a new grade); completing training on academic integrity; or a failing grade in a course. Even though a Course Penalty is limited to an individual course, depending on the nature of a student's academic program, it may also affect a student's overall standing in the academic program. For example, a Course Penalty that results in a failing grade in a course may impact a student's ability to remain in an academic program which has specific grade or GPA requirements.



**School Penalty:** A School Penalty affects a student's overall standing in an academic program and may include, but is not limited to, a written warning, suspension from an academic program, or expulsion from an academic program. Factors to be considered in determining whether to issue a School Penalty include, but are not limited to, prior academic integrity violations and the nature of the current academic integrity violation.

### **Academic Integrity Appeals**

A student may appeal a course instructor's determination that an academic integrity violation occurred, a Course Penalty, and/or a School Penalty. An academic integrity appeal must be based on one or more of the following bases:

1. The student was not provided their procedural rights under the academic integrity process (e.g., appropriate notice of the allegation and/or an opportunity to respond).
2. New evidence that was previously unknown or unavailable has become available that would have significantly altered the outcome.

The Office of Academic Affairs may reject an academic integrity appeal not based on one or more of the bases above.

A student must submit an academic integrity appeal in writing to the Vice President of Academic Affairs within twenty (20) business days of the course instructor's decision, including any Course Penalty, or the issuance of School Penalty.

After receiving a student's written appeal, the Vice President of Academic Affairs or their designee may convene an Academic Hearing Committee consisting of four (4) members. Membership of the Academic Hearing Committee shall consist of the following:

- One faculty member: the student may suggest the name(s) of faculty members to serve as one member of the Academic Hearing Committee. The Office of Academic Affairs will consider the student's suggested names and select one of the suggested faculty members if it is reasonable to do so. The Office of Academic Affairs is not required to select a faculty member based upon the student's suggestion(s).
- Two faculty members: selected by the Office of Academic Affairs.
- The Vice President of Academic Affairs or their designee

The Office of Academic Affairs will provide the Academic Hearing Committee with all relevant information and documentation related to the academic integrity violation. The chairperson shall designate a member of the Academic Hearing Committee to maintain a detailed record of the proceedings.

The Academic Hearing Committee will design a review process which may include an interview of all parties. If interviewed, the student may select a full-time Regis faculty member or staff member to be present as an advisor. The role of the faculty or staff advisor shall be limited to providing support to the student only. The advisor may not offer any information, respond to any question, or ask any question.

The Academic Hearing Committee shall complete its work within fifteen (15) business days after being convened and will issue a written, advisory recommendation responding to the student's academic integrity appeal to the Vice President of Academic Affairs or their designee. The Academic Hearing Committee and/or Vice President of Academic Affairs may delay the issuing of the advisory recommendation for reasonable cause and upon notice to the student.

Having received the Academic Hearing Committee's advisory recommendation and all relevant materials, the Vice President of Academic Affairs or their designee will determine whether to uphold or deny the student's appeal.

The determination of the Vice President of Academic Affairs or their designee will be final and binding and will be communicated in writing to the student. The Office of Academic Affairs may modify these procedures as it determines necessary to maintain a fair and effective process.

### **First-Year English and Mathematics Placement**

All new incoming first year students are required to complete a math placement test and writing assessment. The math placement test, combined with other measures, such as your recalculated high school GPA and intended major, determines the most appropriate math course placement. The writing assessment assists the first year writing instructor in creating a learning experience that will set students up for success. Transfer students should contact the director of Academic Advising if placement will be necessary.

### **Application Reactivation (Undergraduate Students)**

The Office of Undergraduate Admission will reactivate an application within two years of its original date of submission. In order to reactivate a previous application for admission, the applicant must meet one or more of the following criteria:

- previously applied to Regis but chose to attend another institution
- previously applied to Regis but have not taken any college-level courses
- taking/have taken courses at Regis through Continuing Education

If the applicant has met one or more of the criteria, complete the [Application Reactivation Form](#) and submit to the Office of Admission. Please be advised that

additional documentation may be required in order to render an admission decision. If additional information is required, an admission representative will contact the applicant. Submission of this form does not guarantee readmission, since a full review of the file must take place.

### **Application Reactivation (Graduate Students)**

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

### **Attendance**

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

### **Auditing Courses (Students /Faculty)**

Regis alumni and adults who are not Regis students may register to audit courses on a "space available" basis with no charge. Certain activity courses are not open to auditors. Please contact the Registrar's Office for further information.

### **Auditing Courses (Au Pairs)**

Local au pairs are permitted to audit courses with the approval of the course instructor. An auditing au pair student is not permitted to submit papers or perform any function for which course credit is given. Auditors do not participate in class discussions, submit papers, take exams, or perform any other function for which credit is given. Au pairs only receive credits for class hours attended. Activity courses (e.g., studio art, computer science, and physical education) and online courses are not open to auditing au pairs. Auditing au pairs are required to adhere to the Regis Student Code of Conduct and stay in compliance with Regis policies, procedures, and regulations. Registration is based on limited space availability. Registration and payment is due prior to the start of the semester. Payment is not refundable once the semester begins. See the Registrar for procedure.

### **Classroom Code of Conduct**

The Regis College Student Code of Conduct, as defined in the most recent Regis College Student Handbook, "...applies to student and organization behavior that occurs on the College premises, at College sponsored/related activities, via the electronic network, learning management system, and to off-campus conduct that

adversely affects the legitimate purposes, founding principles, mission and interests of Regis College.” The Classroom Code of Conduct is designed to apply the principles of the Student Code of Conduct to the specific context of the classroom. The classroom is a learning community where every member shares an obligation and responsibility to foster attentiveness, courtesy, respectfulness, and meaningful dialogue.

The Classroom Code of Conduct applies to physical spaces where learning/instruction occurs as well as to class activities or interactions facilitated by technology (e.g., participation in remote classes whether by Zoom or other audiovisual technology, using a technology platform such as Moodle to submit assignments or engage in class discussions).

**The Classroom Code of Conduct is composed of the four (4) principles below:**

1. Students are expected to read the course syllabus carefully and comply with all aspects of the course syllabus and all rules established by the course instructor, including, but not limited to, policies regarding attendance and the right of students to leave the classroom during class.
2. Students will promote academic discourse and the free exchange of ideas by listening and participating with respectful attention to comments made by all individuals.
3. Students will maintain an atmosphere in the classroom conducive to learning without unnecessary distractions that disrupt the learning environment (e.g., cell phone usage, individual “side” conversations, sleeping, or reading/viewing/sharing materials unrelated to the course). Access to iPads or other technology in the classroom is appropriate only when used as part of a classroom exercise.
4. Students will use modes of conduct that are not offensive and/or demeaning to any individual, ethnic group, social class, religion, sexual orientation, or gender identity.

There are three progressive levels of violations of the Classroom Code of Conduct. Even so, course instructors may dismiss a student from a single class activity for repeated disruptions that significantly impede teaching or learning during that class or activity. Further, in extreme circumstances, course instructors may immediately contact Campus Police and the Office of Student Affairs.

Violations of the Classroom Code of Conduct are specific to a particular class and will not apply to a different class and/or a different academic term. For example, if a student commits a violation in Class A that violation will not count against a student in Class B.

Violations of the Classroom Code of Conduct are not part of the student judicial system outlined in the Regis College Student Handbook. However, there may be



incidents in which the judicial process applies; in these cases, the Vice Presidents of Academic Affairs and Student Affairs will determine the most appropriate course of action.

**First Violation** – Following a student's first violation of the Classroom Code of Conduct in a course, the course instructor must provide the student with written notification of their alleged violation within five (5) business days of the alleged violation or prior to the next class meeting or activity (whichever comes first). This notification must include specific details regarding the student's alleged violation. The course instructor will send this notification to the student's Regis email account and will send a copy to the appropriate academic school dean, associate school dean, department chair, or program director. The student has an opportunity to respond in writing to the alleged violation within five (5) business days of the delivery date of the written notification from the course instructor. This notification shall serve as the first formal warning that the student's conduct is unacceptable and will not be tolerated.

**Second Violation** – Following a student's second violation of the Classroom Code of Conduct in a course, the course instructor must provide the student with written notification of their alleged violation within five (5) business days of the alleged violation or prior to the next class meeting or activity (whichever comes first). This notification must include specific details regarding the student's alleged violation. As part of this notification the course instructor may, after consulting with the school dean, dismiss the student from the next two (2) meetings of the class following the date of the notification. The course instructor will send this notification to the student's Regis email account and will send a copy to the appropriate school dean-associate school dean, department chair, or program director.

The school dean or their designee will convene a conference (individually or as a group) with the student and the course instructor to discuss the second violation. The student has the opportunity to respond to the alleged violation at the conference with the school dean and course instructor.

**Third Violation** – Following a student's third violation of the Classroom Code of Conduct in a course, the course instructor must provide the student with written notification of their alleged violation within five (5) business days of the alleged violation or prior to the next class meeting or activity (whichever comes first). This notification must include specific details regarding the student's alleged violation. As part of this notification the course instructor may, after consulting with the school dean, dismiss the student from the next two (2) meetings of the class following the date of the notification. The course instructor will send this notification to the student's Regis email account and will send a copy to the appropriate school dean, associate school dean, department chair, program director, and to the Vice President of Academic Affairs (VPAA).

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

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

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

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

- Algebra
- Algebra – Trigonometry
- American Government
- American History 1 and 2
- American Literature
- Calculus and Elementary Functions
- College Algebra
- College German Levels 1 and 2
- English Composition with Essay
- Analysis and Interpretation of Literature
- English Literature
- General Biology
- General Chemistry
- Human Growth & Development Functions
- Information Systems and Computer Applications
- Introduction to Educational Psychology
- Introduction to Management
- Introductory Accounting
- Introductory Macroeconomics
- Introductory Microeconomics
- Introductory Psychology
- Principles of Accounting

- Principles of Macroeconomics
- Principles of Management
- Principles of Marketing
- Principles of Microeconomics
- Western Civilization 1 and 2

A complete list of CLEP examinations approved for transfer to Regis and a formal listing of the acceptable scores for CLEP examinations is available from the [Registrar](#). CLEP scores should be submitted to the Director of Academic Advising.

### **Course Numbering**

Courses on the undergraduate level numbered 100-299 are planned primarily for first and second year students. Upper-level undergraduate courses numbered 300-499 are more advanced and are intended for juniors and seniors. Graduate level courses are numbered 500-699 and doctorate level courses are numbered 700-999. These distinctions are not absolute. Upon the recommendation of the course instructor and the Director of Academic

Advising, properly qualified students may take courses marked for the upper level, and under certain circumstances, students in the upper level may elect lower-level courses.

However, once a student has successfully completed a course at a higher level in a sequence, the student may not subsequently enroll in a course at a lower level in that sequence. For example, a student cannot take Math 210 after having successfully completed Math 211. Similarly, a student may not take Spanish 101 or 102 after Spanish 201.

Courses are not given for fewer than ten (10) students except for those with the approval of the School Dean and Vice President of Academic Affairs. Minors are available in most programs. Contact the Department Chair for more information.

### **Deferred Final Examination**

The opportunity to take a deferred final examination must be arranged by the student with the instructor. If permission is granted, the student must take the examination on the deferred examination date as indicated on the academic calendar.

### **Dismissal from the College**

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

## Dual Enrollment

Students who wish to be dual-enrolled at a Massachusetts community college as well as take classes in one of Regis' Bachelor's Completion Programs, should have completed 45 credits, with a minimum 2.5 GPA. At the completion of 45 credits, they may either take courses at both institutions or take part in cross-listed courses.

## Final Examinations

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

## Incomplete Course Work

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

If a student arranges for and receives an incomplete, the student's work must be completed and submitted promptly so that the instructor may resolve the incomplete grade in accordance with the relevant Regis academic calendar and the terms outlined in the Contract for the Completion of Incomplete Work. Failure to meet those deadlines may result in a student's loss of financial aid, campus residence, and/or eligibility for enrollment in future courses or participation in student activities, including athletic practice and competition.

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

**Incompletes should only be negotiated for extraordinary circumstances that are:**

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



**Acceptable reasons to request/grant an incomplete include but are not limited to:**

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

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

**Incompletes will not be requested or granted simply because:**

- a student attended only a few or no class sessions
- a student did not complete enough academic activities or actively participate in class
- a student is busy finishing requirements for other courses
- a student believes they can get a better grade with additional time
- an extension of time to complete required work would be personally more convenient to the student.

**Online Academic Activity and Participation**

Given the asynchronous format of online courses, students have the opportunity to take part in the class at multiple times during each weekly module. It is recommended that students login to their online courses, at minimum, 4-5 times per week to participate in discussion boards, read materials, complete assessments, and submit assignments. Active participation in online courses is required and may be graded by the course faculty.

To be considered active, students will be expected to login to their online course(s) in the Moodle Learning Management System (LMS) and participate on at least two (2) different days minimum each module and complete at least two (2) “Academic Activities” minimum in each weekly module.\*

*\*Deadlines and number of activities available will vary by individual course at the discretion of the appropriate online program director.*

“Academic Activities” may include but are not limited to any combination of the following:

- Posting to discussion boards within the online course.
- Turning in an assignment within the online course.
- Taking a quiz, test, or other assessment within the online course.
- Viewing video content or reading course materials.

- Participating in a synchronous session via Zoom or other webinar tools.

A student who is unable to take part in a given module's activities must contact the course faculty prior to any assignment deadlines. Make-up work is accepted at the discretion of the course faculty. Students should plan accordingly and make sure to read the schedule of deadlines listed in the course.

Students who fail to actively participate may be removed from their online class. Please refer to the *Online Course Administrative Withdrawal Policy*.

### **Online Student Verification Policy**

The United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education requires that institutions offering distance education have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. Regis College uses the following processes in this regard:

- During the admissions process applicants provide personal identifying information including, but not limited to, their name, social security number, home address, and personal email. This information is securely kept in Regis SIS student database and is used to create their unique Regis student identification number and electronic accounts.
- Online students are issued a secure login ID by the Information Technology Services (ITS) department. The login ID allows student access to university software and technology such as email, Regis Hub, Office 365, the Moodle Learning Management System (LMS), etc. Sharing of the login information or password with anyone other than the registered user is strictly forbidden.
- Upon creation of a secure student email account, ITS will only send information to the Regis student email address or the home address provided during the admissions process.
- Online students are instructed to request an official Regis College photo ID card by sending in a copy of their passport, driver's license, or other official state ID, along with a matching headshot photo. ID's are mailed to the home address listed in the. ID's are required for students taking proctored exams.
- Online students are given access to the LMS via their secure student login credentials and are appropriately listed for faculty in the course roster.
- Online courses are designed to facilitate engagement between students and faculty. Various academic activities are utilized within the secure LMS to allow faculty to better know their students. Some activities include: online discussions, synchronous webinars, journals, group assignments, writing assignments, assessments and exams, and some proctored exams using Respondus Monitor proctoring software.

- Students in programs which require clinical placements may also require students to submit a background check.

## **Transfer Credit**

New students at Regis may be eligible for transfer credit from several outlets. These include, but are not limited to: another accredited institution, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, the Joint Services Transcript (JST) or CLEP. Courses may be considered for transfer if they meet the following conditions below:

- The course was taken at a regionally accredited institution.
  - Dual enrollment courses must be taken during the junior or senior year of high school.
- The grade earned in any course is a C or higher.
  - Grades identified as P (passing) will only be accepted with appropriate documentation demonstrating the P is equivalent to a C or higher.
- The content and depth of the course is similar to a course offered at Regis.

Students can transfer in a maximum of 66 credits and must complete 54 credits at Regis to earn a Regis bachelor's degree. Some academic programs may have specific requirements about transfer credits. Courses deemed as remedial may not be given credits towards graduation. Credits may be awarded towards general education requirements, requirements for majors and minors, and/or elective credit.

For bachelor's degree completion programs, students can transfer in a maximum of 90 credits from an accredited college/university and must complete a minimum of 30 credits at Regis based on established transfer equivalencies by Regis College to earn a Regis bachelor's degree. Some academic programs may have specific requirements about transfer credits and may require additional coursework to fulfill the requirements of the degree.

Students who have completed the Mass Transfer Block at a Massachusetts community college may transfer courses with a C or higher to fulfill the Regis core requirements. All undergraduate students at Regis are expected to complete a course in religious studies, either as a part of their associate's or while at Regis. Specific academic programs may have more specific core or pre-requisite requirements not covered by the Mass Transfer Block. To request credit for college coursework, new students should submit official college/university transcripts to the Office of Admission.

Students may enroll in courses during summer school or regular sessions at an approved and accredited college or university for personal enrichment, to remove deficiencies, to strengthen an area needing improvement, or to take courses unavailable at Regis because of scheduling conflicts. To be considered for transfer, the course must be a three- or four-credit-hour course. For undergraduate students,

the pre-approval form is located at the Center for Student Services. The student must obtain signatures from their faculty advisor and the director of Academic Advising. For students studying abroad, courses must also be pre-approved by the director of the Center for Global Connections. This is required for courses towards the student's major, minor, or core curriculum requirements. Ordinarily, no more than two undergraduate courses per summer session can be taken for degree credit. No undergraduate course will be considered for transfer unless the student has achieved a course grade of C or better.

For graduate students, courses must be pre-approved by the graduate program director. No graduate course will be considered for transfer unless the student has achieved a course grade of B- or better.

## **Transcripts**

Current students can request their official transcript through Regis Hub. Alumni and non-enrolled students can request their official transcript through the National Student Clearinghouse. Please refer to the Regis website for more information. Official transcripts are all inclusive. An unofficial transcript may be obtained by currently enrolled students via [Regis Hub](#). Alumni and non-enrolled students can request their unofficial transcript by emailing the [registrar@regiscollege.edu](mailto:registrar@regiscollege.edu). Transcripts will not be released until all financial obligations to the College have been settled. Transcripts will also be held for students with Federal Perkins Loans in a default status.

## **Withdrawal from Courses**

Withdrawal from a course is distinct from dropping a course during the Add/Drop period. After the Add/Drop period, a withdrawal passing (WP) or withdrawal failing (WF) grade is recorded on the transcript, and becomes a permanent part of the student's academic record. Normally, a student will earn a WF if, at the time the student requests a withdrawal, the student is earning a failing grade in the course. Withdrawal from a course can have a significant impact on a student's academic standing, degree completion, progression through the major/program of study, and financial aid. A student should discuss the consequences of withdrawal with the course instructor, faculty advisor or department chair/program director, and the Office of Financial Aid, so that the student can make a well-informed decision. Withdrawal from a course will not impact a student's grade point average. A WF is considered a failing grade for purposes of academic standing, degree completion, and status within a major. Two (2) failing grades, including WFs, will result in a student's dismissal from their undergraduate or graduate program. Please see the Academic Standing and Graduate Policies and Procedures sections for further details. In programs that limit the number of times a student may attempt/repeat a course, a WP or WF is considered an attempt at that course. Please see the Academic Standing section, or the specific requirements for each academic program for further details.

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

### **Course Withdrawal Process (WP and WF):**

- In general, the student bears all responsibility for completing the withdrawal process, including satisfaction of all requirements and deadlines. A WF is considered an F with regards to progression in the program. Withdrawal deadlines are listed on the Academic Calendar. The Student should submit a Course Withdrawal Form obtained through the SPIKE portal located under Academic Forms.
- The Registrar's Office will contact the course instructor who will determine whether the student will receive a final grade of WP or WF.
- The faculty advisor or program director will discuss the consequences of a withdrawal (academic standing, degree completion, financial aid, etc.) with the student and include a notation in the student's file. Where needed, the faculty advisor or program director will refer the student to the Office of Financial Aid.

### **Online Course Administrative Withdrawal Policy**

- Students who are considered consistently inactive for more than a full week during the term without prior approval may be administratively withdrawn by their course instructor/registrar. Students have the right to appeal a course withdrawal. Appeals must be in writing and should follow the Regis Academic Appeals process.
- During the first week of class students who fail to login to or participate in the course by the end of the drop/add period will be administratively withdrawn from the course.
- Please refer to the Online Academic Activity and Participation policy for guidelines on participating in an online class



## Withdrawal from the College

An undergraduate student choosing to withdraw from Regis should indicate the intent to withdraw to the director of Academic Advising or fill out the considering withdrawal form on Regis Access. A graduate student should submit a Graduate College Withdrawal form through the SPIKE portal. It is important that this procedure be followed not only to inform the college 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. In extenuating circumstances, the Vice President of Academic Affairs may administratively withdraw a student from the institution for the following reasons:

- Registration in violation of college regulations (e.g., academic ineligibility to register)
- Failure to comply with academic requirements (e.g., unsatisfactory class attendance violation of the learning contract for students on academic probation, etc.)
- Failure to pay college tuition and fees by the due date
- Disciplinary suspension or dismissal for the remainder of an academic term or longer
- Severe psychological or health problems such that the student cannot be permitted to continue in attendance
- Other reasons deemed appropriate by the proper administrative officer (e.g., Vice President of Academic Affairs)

## Recording Policy

Massachusetts state law prohibits recordings of conversation without consent from all parties involved. By default, students may record only with explicit permission from the instructor. Any recording is for the individual student's use only and may not be shared, reproduced, transferred, distributed or displayed in any public or commercial manner. Violations will be considered a breach of the Academic Integrity policy and will result in discipline (See section on Academic Integrity in this Catalog). In addition, violations may result in legal action. "Recording(s)" refer to a video or audio replication or photographic image recorded on devices including, but not limited to, audio recorders, video recorders, cell phones, Smartphones, digital cameras, media players, computers, or other devices that record images or sound or any other medium now known or hereafter devised. Any recordings that take place during an academic semester must be destroyed at the closing of course grades. Course instructors will notify all students of the perpetual possibility that recording is taking place. Note: For Regis fully online programs, Respondus Monitor (webcam) is utilized for online exams.

## **Criminal Background Checks and Academic Programs' Academic Placements**

Certain Regis College academic programs (e.g. Nursing, Social Work) include practical training and/or fieldwork requirements (each a "Placement"). Students must undergo a criminal background check conducted by Regis College prior to any Placement.

Where a student has a criminal history, Regis College will determine whether the student can participate in a Placement based upon the following factors:

- The nature of the offense;
- Whether the offense resulted in a conviction or plea of no contest;
- The type of sentence, if any;
- Whether the offense is a felony or misdemeanor;
- The nature of the Placement;
- The number of offenses;
- The time elapsed since an offense;
- The student's age at the time of an offense;
- Any evidence of successful probation;
- The student's written response/review of the criminal background check results

Regardless of Regis College's determination, a Placement site has ultimate discretion in deciding if a student may participate in a Placement on its premises. In other words, even where Regis College determines that a student can participate in a Placement, a Placement site may override that decision. Further, certain Placement sites may conduct their own criminal background check, independent of Regis College, or may ask a student to disclose the results of the criminal background check conducted by Regis College.

## **Background Checks and Professional Licensure**

A student's criminal history may affect their ability to obtain professional licensure as determined by a licensing authority. A student cannot rely on Regis College's review of the results of their criminal background check for the purposes of a Placement in order to predict their ability to obtain a professional license. It is possible that Regis College may approve a student for a Placement based on their criminal background results, but that a licensing authority may deny a student from obtaining a license based on a criminal background check. Students should consult the relevant licensing authority for further information.

## **Admission and Prospective Students**

Regis College makes admission decisions based on the content of the admission application and related documentation. Regis College does not conduct criminal background check results as part of the admission process. Prospective students

seeking admission into academic programs that include placements should be aware that their ability to complete such placements may be affected by their criminal history (see above).

**At the admission stage, Regis College cannot determine whether a prospective student's criminal history will enable or prevent them from participating in a placement.** As a result, it is possible that a student may be admitted into an academic program, but subsequently be unable to complete a placement due to their criminal history. In such case, a student would not be able to complete the academic program.

Similarly, **at no time can Regis College determine whether an individual's criminal history will prevent them from obtaining professional licensure.**

Licensing authorities conduct their own criminal background checks according to their own standards – with no involvement of Regis College. As a result, it is possible that a prospective student may be admitted into an academic program and complete their placement, but ultimately be denied professional licensure by a licensing authority. Prospective students should consult the relevant licensing authority for further information.

### **Criminal Background Checks – Education Programs**

Criminal background checks related to Regis College's academic programs in Education are governed by state law and adhere to a separate process. Prospective and current students should consult with the Regis College Education Department for further information.

## **Graduate Policies and Procedures**

### **General**

Enrollment in graduate programs is on a part-time or full-time basis depending on the specific program and the student's timeline.

Applicants will be formally accepted in writing after all admission requirements have been fulfilled. In cases where entrance requirements have not been fulfilled, the applicant may take up to two courses prior to acceptance, depending on the program. Admission as a non-matriculant implies no commitment for admission to a degree program.

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

## Course Competency Equivalence Procedure

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

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

## Grades

Grades are issued at the close of each semester and after each summer session. The quality of a student's course work is indicated by grades with the following significance:

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	Failure
P	Pass
NP	No Pass (Failure)

I	Incomplete
WP	Withdrew/Pass
WF	Withdrew/Fail
AU	Audit

The passing grade range is as follows: A, A-, B+, B, and B-. The high passing grade of A is awarded for distinguished course work. The ordinary passing grade of B is awarded for course work that is clearly satisfactory. Any grade below B- is considered a failing grade. Two such grades will result in the student's dismissal from the program.

If a student withdraws during the add/drop period as indicated on the relevant academic calendar (undergraduate, graduate, online) the student will not receive a "WP" or "WF". Students who withdraw after the add/drop period on the relevant academic calendar will receive a "WP" if passing the course and a "WF" if failing the course as determined by the course instructor. A "WF" grade is considered a failing grade for purposes of academic standing and progression.

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

### **Academic Dismissal for Graduate Students**

Graduate students who receive two failing grade are dismissed from their academic program. Students are permitted to appeal their dismissal or re-apply for admission to a new graduate program. If a student is successfully admitted to a new program and wishes to resume studies at Regis, they should contact Graduate Admissions. All petitions must be in writing.

### **Leave of Absence Policy for Graduate Students**

A leave of absence is intended to recognize situations in which a student, for sufficient reason, is temporarily unable to progress in her/his graduate program for more than one semester. During such a leave, a student has no access to Regis facilities and should not expect to have regular contact with advisors or committee members. A leave, however, does not extend the overall time limitation on degree programs (see time limit requirements). Leaves of absence are granted for a maximum of four consecutive semesters (fall, spring, summer 1, summer 2) by submitting the Graduate Leave of Absence form to the Registrar's Office. Leaves of absence are granted for a maximum of four consecutive semesters (fall, spring, summer 1, summer 2) by submitting the Graduate Leave of Absence form obtained through SPIKE.



Students pursuing a leave of absence should follow the procedure below:

Before beginning your leave of absence:

- Notify your Graduate Program Director and/or Advisor you intend to take Leave of Absence.
- Complete and submit the "Graduate Leave of Absence Form" located on SPIKE.
- Once approved by your Graduate Program Director or Advisor, you will be alerted via email.
- Students planning a leave from the institution should check with Student Accounts and Office of Student Financial Planning regarding all financial policies and procedures

Before returning from your leave of absence:

- Speak to your Graduate Program Director and/or Advisor to ensure that you will be able to satisfactorily complete your degree.
- Complete and submit the "Graduate Return from Leave of Absence" form located on SPIKE.
- You may not register for classes before receiving approval to return from the Office of the Registrar.
- Time limitations and/or extensions may be enforced or permitted for purposes of program accreditation and licensure requirements.
- Students planning to return from a leave should check with Student Accounts and Office of Student Financial Planning regarding all financial policies and procedures

While graduate students are not required to make a formal leave of absence request if they will only be away for one semester, it is expected that they will not make use of university resources during semesters when they are not enrolled. Students may be required to take additional steps before resuming studies based on the discretion of the Office of Graduate Affairs, the Graduate Program Director, and the Vice President of Student Affairs.

### **Time Limit and Registration Requirements**

Registration in a minimum of two semesters per year is recommended to assure steady progress toward completion of the degree, except when a leave of absence has been granted. Persons who are not registered or who are not on an approved Leave of Absence for three consecutive semesters may be removed from the list of

active students in good standing (i.e., “administratively withdrawn” from the College.) Any student so removed must reapply for admission to return to active status.

### **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. Undergraduate students interested in pursuing integrated coursework should complete the "Intention to Pursue Combined Bachelor’s/Master’s Degree" form.

### **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).

### **Transfer Credit**

Transfer of credit from another approved, regionally accredited institution of higher learning will be allowed if it is for graduate work done within five years prior to enrolling in Regis and the grade received for the work is not less than B-. Since graduate programs are standard-based, only those courses will be accepted that correlate with standards for the particular component of the program in which the

student is enrolled. Students applying for transfer credit are required to submit to the appropriate graduate program director a transcript and a syllabus or detailed course description of those courses for which they are requesting transfer credit. Transfer of credit for the Doctor of Education (EdD) program must be approved by the program director and Vice President of Academic Affairs.

### **Graduate Program Specific Policies**

Individual programs may have additional handbooks, guidelines and/or addenda, the policies of which take precedence. All general college policies are applicable to graduate students.

## **Family Educational Rights and Privacy Act of 1974 (FERPA)**

### **Students' Right to Privacy**

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

### **Definition of Education Records under FERPA**

FERPA defines education records as any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche which contains information directly related to a student and which are maintained by Regis or a person acting for the College.

A student is any individual who is or has been in attendance at the College. A student's attendance commences upon the individual's acceptance of admission and payment of the required deposit.

The term "education record" does not include records of instructional, supervisory, and administrative personnel, and educational personnel ancillary thereto that are in the sole possession of the maker of the record and which are not accessible or revealed to any other person except a substitute; records on a student who is 18 years of age or older that are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity and in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such

records can be personally reviewed by a physician or other appropriate professional of the student's choice; records of students as employees unless the employment results from the employee's status as a student; alumni records (records that are created or received by the College after an individual is no longer a student and that are not directly related to the individual's attendance as a student); records created and maintained solely by the law enforcement unit of the College; on grades on peer reviewed papers before they are collected by the instructor.

### **Access to Records**

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

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

### **Disclosure of Education Records with the Student's Consent**

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

## **Dissemination of Directory Information**

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

## **Review Process**

FERPA provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unacceptable. The Center for Student Services has been designated by the College to coordinate the inspection and review procedures for student education records.

Students wishing to review their education records must make written requests to the Center for Student Services listing the item or items of interest. Records covered by FERPA will be made available within 45 days of the request. All documents will be reviewed in the presence of a designated official. A student may have copies of any document the student sees unless a financial hold exists, the document involves another person, or the student has waived their right to access. These copies will be made at the student's expense.

## **Restricted Information**

As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the College will permit access only to the part of the record which pertains to the inquiring student. The College is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1975, provided the letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.



## Challenge Procedures

A student who believes that the education records contain information that is inaccurate or misleading or otherwise in violation of their privacy or other rights may discuss the problem informally with the Center for Student Services. If the outcome of the discussion is that an amendment of record is required, the Center for Student Services will make the amendment. If the outcome of the discussion is that the record will not be amended, the student will be notified within a reasonable period of time that the records will not be amended, and the student will be informed by the Center for Student Services of the right to a formal hearing.

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

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

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

Recommendations of the hearing panel will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the recommendation, and will be submitted to director of the Center for Student Services, who will make the final decision. The education records will be corrected or amended in accordance with the recommendations of the hearing panel if the decisions are in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education record statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as a part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605, if the student believes that the College has violated the student's right under the Family Educational Rights and Privacy Act. Revisions, clarifications, and changes may be made in this policy at any time and without prior notice. Additionally, the Family Policy Compliance

Office (FPCO) may, on its own initiative, investigate a potential FERPA violation “when no complaint has been filed or a complaint has been withdrawn.” Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)

### **Annual Notification**

Students will be notified of their FERPA rights annually by publication in the Student Handbook. Please contact the Center for Student Services at 781.768.7280 or visit College Hall 221.

## **Academic Support Services**

### **Academic Advising**

The Office of Advising provides support to the Regis community with institutional policy, curriculum, and resources. With a faculty advising model, Academic Advising aims to strengthen the bond between faculty and students through ongoing face-to-face and virtual contact designed to guide undergraduate and graduate students toward degree completion and career goals. Faculty advisors will help students map out courses each semester, review degree audit, connect students to various campus resources, and support students in using transferrable skills to prepare for their intended careers.

Each undergraduate student is assigned a faculty advisor upon entering Regis. For students at the first-year level, their First-Year Seminar instructor serves as their faculty advisor during their first year. Students are assigned a faculty member in their major to serve as their major advisor prior to the start of the student’s sophomore year. Students are assigned a minor advisor upon declaration of a minor.

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

Regis North students are assigned a faculty advisor upon acceptance and can meet with the director of Advising at any point for questions.

\* 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](http://www.lmregis.org)

### **Library**

The Regis Library facilitates access to a well-balanced collection of databases, books, eBooks, and periodicals to meet the research needs of undergraduate, graduate, and doctoral students. The Regis Library is a member of the Minuteman Library Network (MLN), a large, robust consortium.

Currently the library holds thousands of books - and over 300,000 eBooks. There are 69 databases including Academic Search Complete, CINAHL Ultimate, Cochrane Databases for Systematic Review, Films on Demand (including the Nursing Collection), Medline Ultimate, PubMed and PubMed Central, UpToDate, PsycARTICLES, Sage Journals Online, Wiley Online Library, and many more. Regis students also have access to the collections of three local academic libraries and thirty-six public libraries, comprising over six million items. The materials in all formats are available from computers throughout the library, in other campus locations, and off campus 24/7 from the Regis Library homepage. The Library also has a book scan station, a fax machine, and copiers for student use. There are individual and group study spaces throughout the building.

During the academic year the Reference and Research Help Desk is staffed with librarians seven days per week. It is staffed six days per week during the summer sessions. The librarians provide both group and individual instruction to teach students to define their information needs; identify and select appropriate sources of information; evaluate these sources in terms of relevance, reliability, currency and objectivity; and to ethically use information. Information Literacy classes and workshops are provided on a regular basis to all levels of the student population. They also teach students skills and strategies for information seeking. The librarians are available in person, through email, and on a drop-in basis or by appointment. Books and journal articles not owned by Regis Library may be requested through interlibrary loan.

### **The Lorraine Tegan Learning Commons**

Services offered on the second floor of the Tegan Learning Commons within the Finucane O'Sullivan Institute for Learning (FOIL) are designed to provide opportunities for academic, personal and professional growth for the diverse undergraduate and graduate student populations at Regis. Programs are positive, flexible, welcoming, and committed to supporting all students and faculty by providing accessible and responsive services through the creation of academic learning communities. Our academic support serves to maximize student academic success by providing strategies to develop and improve students' academic abilities through a wide range of services which are offered to Regis students free of charge. These services include:

**Student Support Coaching:** Students work with an “ student support coach,” to learn study skills, address areas of concern, simplify complex assignments, manage their time effectively, and more. Each student's study plan is tailored to their needs. Students using this program report improved grades and increased academic self-confidence.

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

**Subject Tutoring Program:** FOIL offers drop-in and study group help for students in all undergraduate programs. Students work with peer tutors and graduate assistants to review and to master challenging material, study for exams, or complete assignments and projects. FOIL staff work continuously and closely with faculty, staff, and students to establish additional programs that enhance student learning.

### **Office of Student Accessibility Services**

The Office of Student Accessibility Services (OSAS) at Regis is committed to providing all students equal access to learning opportunities, programs, resources, and facilities. As such, the office coordinates support services and reasonable accommodations for students with documented disabilities. In keeping with the mission of Regis College and the charism of the Sisters of St. Joseph of Boston, the OSAS takes an individualized approach, promotes self-advocacy, and works to empower each student to achieve his or her fullest academic potential.

OSAS is located on the third floor of the Lorraine Tegan Learning Commons. All on campus or online Regis students seeking accommodations should contact the OSAS at 781.768.7384 or [accessibility@regiscollege.edu](mailto:accessibility@regiscollege.edu). Lawrence Memorial/Regis College nursing and radiography students seeking accommodation for documented disabilities at LMH should contact the director of Student and Alumni Services on the Lawrence Memorial Hospital campus.

### **International Student Services**

International students face a wide variety of challenges while studying in the United States. Those issues can include immigration issues, VISA questions, as well as learning how to adapt to a new and different culture. The Center for Global Connections at Regis provides students with support for any and all situations that may arise. The Center for Global Connections is well versed in the rules and regulations for F-1 students and can help students navigate policies set forth by the Department of Homeland Security.

Additionally, the Center for Global Connections creates and endorses an environment in which all members of the campus have an understanding and appreciation of international perspectives and sustains this mission through cultural, educational, and social programming.

### **Center for Internships and Career Development**

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

Individual career counseling sessions are available with the Center's director. Career development services include career and self-assessment, skill development, employment research, and professional networking.

Regis undergraduate students must complete at least one, and in some cases, two internships as a requirement for graduation. There is also an accompanying professional development seminar. Students must meet with their advisors to incorporate their internship(s) into their academic plans. (Nursing students complete clinical rotations, and education students use their student teaching to fulfill this requirement.) The CICD provides many resources to help students secure their internship and register for the professional development seminar. Students should visit [www.regiscollege.edu/academics/cicp-internships.cfm](http://www.regiscollege.edu/academics/cicp-internships.cfm) for further information.

Job search assistance focuses on resume and cover letter writing, networking, interviewing, and strategies for job searching. On-campus recruitment events include employer informational sessions, job fairs, and other career development events.

### **Graduate Career Services**

At Regis College, we understand that as a graduate student you have unique career development needs. To ensure your needs are met our Graduate and Professional Career Planning team offers customized assistance based on your career goals and professional needs. [Graduate and Career Services](#) offers many different professional development opportunities for graduate students, including individualized career counseling, interview preparation, career information sessions, workshops, and webinars.

### **Academic Computer Labs and Learning Spaces**

Information Technology Services (ITS) maintains eleven computer labs throughout the campus for student use. There are six general purpose labs located in the Library and College Hall. The remaining five labs are discipline-specific labs located in various centers on campus. The Fine Arts Center and College Hall Eight Digital Media labs offer 27-inch iMacs with Adobe Creative Suite and other software



applications to support the Communication programs. SPSS, Mathematica, and other discipline- specific software is provided in designated labs. All lab computers have the Microsoft Office productivity suite that includes Word, Excel, and PowerPoint. The Maria Hall Extension learning space provides a flexible, learning space with HD cameras, touchscreen displays, projection, and ceiling microphones to enable collaboration and interaction with off-campus constituents, including guest lecturers.

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

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

### **Campus Network**

The campus network provides access to campus applications and the Internet through both wired and wireless connectivity. Regis provides an extensive and robust wireless network for over 621,000 square feet of campus building space. The ubiquitous wireless coverage provides full wireless coverage across campus, including all classrooms, learning spaces, and residential halls. Exterior wireless service is provided to further enhance the “classroom without walls.” To facilitate collaboration between students and faculty, students are required to log in to the Regis Secure network.

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

Faculty, staff, and students are responsible for reading and adhering to the [Regis Technology Ethics and Privacy Agreement](#). Use of College technology accounts constitutes acceptance of the terms of the Technology Agreement.

### **Moodle LMS**

Moodle is a web-based learning and course management system utilized by most courses. This communication tool offers online access to course syllabi, announcements, requirements, and readings. It enables students to submit assignments and participate in online discussions. Moodle provides a robust learning environment whether a traditional lecture, a flipped classroom, or a completely online format is used for the course.

## **Starfish**

Starfish is an online advising and retention management tool used to display contact information, set-up appointments, take and monitor course attendance, document meetings, and raise alerts when a student is not meeting faculty expectations in a course.

## **Regis Hub**

Regis Hub offers web-based access to administrative records in areas pertaining to the Registrar's Office, Student Accounts, and Financial Aid. Regis Hub is used to register for courses, view course catalog, review degree audits, view curriculum plan, submit undergraduate FERPA form, complete undergraduate check-in, update address, phone number and personal email, along with pronouns and preferred name, manage Financial Aid, pay your bill, set emergency notification information, submit a graduation application, view and download unofficial transcripts and view your grades.

## **Office 365**

ITS maintains the Office 365 solution providing cloud-based storage, and web and device-based MS office suite applications for students during their enrollment with Regis. With this solution, students can download the MS office suite to personal computers and devices. Please contact the Helpdesk for additional information.

## **Audio Visual and Multimedia Resources**

ITS Media Services provides classroom support for computer workstations, video/data projection, audio playback, annotation tools, and other forms of academic technology. Media Services also provides support for special events, featured lectures, and student activities.

ITS Media Services has equipment available for loan for students, faculty, and staff, including cameras, recording devices, etc. Support is available by calling the ITS Helpdesk. Media equipment requests should be made with the [online ticketing system](#).

## **Helpdesk**

The [ITS Helpdesk](#) is available to students, faculty, and staff in need of technology assistance. If you need assistance please [make a ticket](#). The Helpdesk is also available via telephone at 781.768.7177 or by [email](#), and in person at College Hall 131.

### **Dedicated Online Helpdesk**

Regis students enrolled in fully online programs have a dedicated [online helpdesk](#) that is available 24/7.

### **The Pearl Nelson Education Resource Center**

The Pearl Nelson Education Resource Center, located on the third floor of the Library, is an integral part of the Regis teacher preparation program. It offers a totality of services focused on the best utilization of resources to facilitate, support, and improve the teaching process. The Resource Center offers easy access to a wide variety of resources and equipment. These resources include books, instructional periodicals, computer software, kits, teaching games, primary source kits, DVDs, and files of tests, and curriculum materials. In addition, a resource room has been created for doctoral studies to utilize while working on their research and dissertation in practice.

Resources align with the Common Core, the Massachusetts Frameworks and support tiered instruction. The Center is open to all undergraduate and graduate education students during regular Library hours or for specialized assistance by appointment.

### **The Clinical Resource and Simulation Center, Merrily Crowley Education Unit and Nursing Resource Center**

The Clinical Resource and Simulation Center (CSC) provides an opportunity for all pre-licensure nursing students to develop the knowledge, skills, and attitudes to provide safe and effective care to patients in the clinical area and to successfully transition into professional practice. The CSC provides students with experienced faculty who utilize evidence-based practice, equipment, and opportunities for students to work individually and in small groups to address their unique learning styles. The simulation center consists of five labs which simulate today's healthcare environment. High-fidelity manikins, which are the most lifelike, can speak with students and present with symptoms they may or may not encounter in the clinical environment. Our high fidelity manikins can simulate labor and delivery, pediatric emergencies and speak in many different languages to best prepare Regis nursing students to care for diverse populations. Electronic health records, a computerized medication dispensing system, and an intensive care suite all enhance the students' learning experiences in the Clinical Resource and Simulation Center. From newborn care to end-of-life care, the CSC provides excellent, realistic simulation scenarios in a safe, supportive learning environment. The Nursing Resource Room provides nursing students with state-of-the-art resources for student success as well as small group tutoring with faculty led clinical experts for clinical nursing courses. The Nursing Resource Room is a welcoming space which is available 24/7 for student use.

## **Affiliations with Health Care Facilities**

The Regis Nursing and Health Sciences programs offer a wide variety of clinical experiences in world renowned health care settings. Regis nursing and health sciences 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 homeless shelters; in elementary and secondary schools; and elderly and low-income housing. A preceptor experience is offered to nursing students in the final semester. Qualified nurse practitioner students can complete a portion of the clinical requirements in approved national or international settings.

## **Education Abroad**

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

[View and apply for programs.](#)

Regis also offers faculty-led programs during winter and spring breaks and right after the spring semester when students can participate in a global learning experience with other Regis students and faculty. These programs coincide with a Regis course during the semester, and the trip can be from 7 to 21 days.

Students interested in education abroad programming must consult with the director of the Center for Global Connections for information on approved programs and procedures.

Students must have a minimum GPA of 2.75, be on good academic and financial standing, and not be on disciplinary probation. Prior conduct violations may prevent education abroad approval. All non-Regis courses must be approved prior to application deadlines. The grade achieved for non-Regis courses must be C or better.

The Center for Global Connections is located in College Hall 207 and can be reached by calling 781.768.7843.

# Admission

## Undergraduate Baccalaureate

The Office of Undergraduate Admission is housed within the Division of Undergraduate Student Affairs and Enrollment.

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

### First Year Procedures, Requirements, and Deadlines

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

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

- Academic performance in a college preparatory curriculum and grades received. We recommend that students take a mix that includes honors, AP, and/or IB courses, as available at their high schools.
- Leadership qualities and participation in extracurricular activities such as community service, athletics, internships and jobs, and scholastic achievement.
- The required essay, demonstrating a student's ability to think critically and communicate effectively.
- Letter of recommendation from a secondary school counselor or teacher; additional recommendations may be submitted.
- SAT/ACT scores (optional for Fall 2024 admission for all academic programs)
- An interview with one of our admission representatives is highly recommended but not required.

The following college preparatory credentials are recommended:

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



\* Students interested in being considered for nursing should complete four years of mathematics and natural science.

Admitted students should submit a non-refundable enrollment deposit by the enrollment deposit deadline of May 1 or by an alternate date specified by the Director of Undergraduate Enrollment. Deposits received after May 1 will be accepted on a space- available basis. Admitted students applying for the spring semester (January) should submit a non-refundable enrollment deposit by January 1.

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

### **Important Admission Deadlines**

- **November 1**  
First-year students who want to enter mid-year and transfer applicants' deadline for spring entrance
- **November 15**  
Early action deadline for first-year applicants for fall entrance
- **January 1**  
Enrollment deposit deadline for spring semester
- **February 1**  
Priority decision application deadline for first-year applicants for fall entrance
- **April 1**  
Transfer applicant priority deadline for fall entrance. Applications will be accepted through June 30.
- **May 1**  
Enrollment deposit deadline for fall semester for first-year applicants

Completed applications will be reviewed on a rolling basis following those deadlines and the Office of Undergraduate Admission will notify students once a decision has been made (typically within three weeks).

### **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 submitted by November 15. Students who apply for early action acceptance will receive notification of admission no later than January. Students admitted under the early action plan will have until the enrollment deposit deadline of May 1 to submit

their non-refundable enrollment deposits. Students who are deferred to the regular pool will be reconsidered after submission of their first term grades and will be notified within three weeks of their completed application.

### **First-Year Priority Decision Admission**

First-year priority decision applications for incoming students enrolling for fall classes must be postmarked by February 1. If completed applications have been received early enough, notifications of decisions may be mailed as early as January. A priority decision application carries no binding agreement to enroll at Regis. Students admitted under the priority decision plan will have until the enrollment deposit deadline of May 1 to submit their non-refundable enrollment deposits.

### **Transfer Applicants and Policy**

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

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

Evaluation of courses is based on the following factors:

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

Note:

- Some professional programs of study have special policies regarding transfer credits.
- Students should refer to the Program Handbook for information on transfer credit policies specific to a particular professional degree program.

- Students may appeal the transfer credit evaluation by submitting a written request to the Office of Academic Affairs. The review of the appeal shall be based on course descriptions, outlines, objectives, learning outcomes, and/ or other relevant information.
- Students must complete the minimum number of Regis courses or credits (described above) to be awarded a bachelor's degree.

## **Undergraduate Application Checklist**

**All undergraduate prospective students should submit\*:**

- Application for admission (Students should apply online via the [Common Application](#))
- Application essay (personal statement for transfer students)

### **First-Year Students**

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

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

International students with a native language other than English are still required to submit their TOEFL or IELTS scores as part of their admissions application. (Regis' TOEFL code is 3723.)

## **Transfer Application Checklist**

**All transfer prospective students should submit:**

- An official high school transcript or general equivalency diploma (GED/HiSet) score report
- Official college transcript(s) from all accredited colleges/universities previously attended
- Letter of recommendation from a professor, advisor, or employer (using the form provided by the Common Application)
- Personal statement explaining the reason(s) for transferring to Regis
- Official test results from either TOEFL or IELTS if English is not the student's native language. (Regis' TOEFL code is 3723)

## **Bachelor's Completion Admission Process**

Regis offers part-time, flexible bachelor's completion programs in public health, health sciences, business administration, humanities, education, and other liberal arts fields. Students in the programs enroll in 6-9, but no more than 12 credits, per academic

semester. Students may receive financial aid that can be applied to their reduced tuition rate.

Students with a minimum of 45 credits may apply to a Regis bachelor's completion program. For students under 60 credits, they may be encouraged to first complete their associates before beginning their bachelor's degree at Regis. This is to ensure core requirements are met.

Regis offers streamlined admissions to qualified Massachusetts community colleges students to many of our academic programs through the Mass Transfer Guarantee articulation.

### **Bachelor's Completion Student Application Checklist**

#### **Bachelor's completion students should submit**

- Application for admission through Regis College's website
- Past official transcripts including evidence of associate's degree or high school transcripts
- In certain circumstances, students may be expected to submit a writing sample

### **International Students**

Regis welcomes applications from students of all countries. Admission procedures and deadlines are generally the same as those listed for first-year and transfer applicants. In addition to the requirements listed above for first-year/transfer students, international applicants must submit:

- An official or certified copy of their secondary school and/or college/university transcript with English translation, when necessary, and a grade scoring report. International students who need to have their official transcripts translated are recommended to submit their information to [Center for Educational Documentation](#), PO Box 170116, Boston, MA 02117, Tel. 617.338.7171, Fax: 617.338.7101 or to an agency approved by the American Council on Education\*.
- Regis is a test optional\*\* institution. Students wishing to include test scores in their application review should use Regis' SAT CEEB code: 3723 and/or ACT code: 1886. International students with a native language other than English are still required to submit their Test of English Language Proficiency (TOEFL) or International English Language Testing System (IELTS) scores as part of their admissions application (Regis' TOEFL code is 3723.) The minimum TOEFL scores are 71 (IBT) or 527 - 530 (Paper Based Test). The minimum score required on the IELTS is 6.0.
- International applicants must also submit a completed Financial Declaration

Form with an official bank statement that demonstrates evidence of their ability to finance their education.

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

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

\*\* International students interested in the Nursing and Dental Hygiene programs are still required to submit SAT or ACT scores, as are home-schooled students.

### **Home-Schooled Applicants**

Regis welcomes applications from home-schooled students wishing to pursue a bachelor's degree. Regis appreciates the unique perspective home-schooled students bring to the classroom and recognizes the important contributions made by these students as a part of student life. Regis makes a conscious effort to accommodate the special circumstances of home-schooled students during the admission process. In order to facilitate the evaluation of a home-schooled applicant's candidacy, the student must submit the following items, in addition to the admission procedures and requirements listed above.

Home-schooled students must submit all syllabi, reading lists, and grading records. If the student is pursuing a specific independent study course, the student should submit all information on the requirements for this course. Regis will review the application carefully, and if more information is required, the student may be sent a request to come to campus for further testing.

### **Undergraduate Nursing Applicants**

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

## Yellow Ribbon Program

Regis is pleased to participate in the Yellow Ribbon program of the U.S. Department of Veterans Affairs. For decades, Regis has worked with federal programs to help educate active duty members of the armed forces and veterans. Regis College is a “military friendly” campus. For more information please contact the Manager of Veterans Services at 781.768.7207.

## Test Optional Policy

Regis does not require standardized test scores (SAT I, SAT II, and ACT) from its applicants. (Regis College CEEB Code is 3723; ACT Code: 1886). International students with a native language other than English must submit their TOEFL or IELTS scores as part of their admission application (Regis’ TOEFL code is 3723.) Students may submit SAT II results in subject areas where they have achieved sufficient knowledge. These tests may be used to place students in the appropriate level of courses. For frequently asked questions in regards to the test optional policy, please visit our [website](#).

## Transfer Credit

New students at Regis may be eligible for transfer credit from several outlets. These include, but are not limited to: another regionally accredited institution, Advanced Placement (AP), International Baccalaureate (IB), dual/concurrent enrollment, or CLEP. Courses may be considered for transfer if they meet the following criteria:

- the course was taken at a regionally accredited institution
  - Dual/concurrent enrollment courses must be taken during the junior or senior year of high school.
- the grade earned in any course is a C or higher
  - Grades identified as P (passing) will only be accepted with appropriate documentation demonstrating the P is equivalent to a C or higher.
- the content and depth of the course is similar to a course offered at Regis.

### Notes:

- Students can transfer in a maximum of 66 credits and must complete 54 credits at Regis to earn a Regis bachelor's degree. For bachelor's degree completion programs, students can transfer in a maximum of 90 credits from an accredited college/university and must complete a minimum of 30 credits at Regis based on established transfer equivalencies by Regis College to earn a Regis bachelor's degree. Some academic programs may have specific requirements about transfer credits.
- Some academic programs may have specific requirements about transfer credits.
- Students will not be granted credit for courses deemed as remedial/developmental.

Credits may be awarded towards general education requirements, requirements for majors and minors, and/or elective credit.



To request credit for college coursework, new students should submit official college or university transcripts to the Office of Undergraduate Admission.

### **Advanced Placement (AP) Examinations**

Students who have been enrolled in Advanced Placement courses in secondary school and haven't taken the Advanced Placement examinations may be granted college credit for scores of three, four, or five on the exams. In some instances, a score of four or five is required by a department for credit. These courses will count towards credits required for completion of the degree. The courses may or may not count towards the requirement of the major, depending upon a particular program's policy. All students must submit official examination scores via the College Board. Please use the Regis College CEEB Code 3723. A list of Regis-approved Advanced Placement exams, and the required score for course equivalency, can be found on the Academic Advising web page.

### **International Baccalaureate Examinations**

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

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

### **Deferred Enrollment**

First-year or transfer applicants planning to take a semester or an academic year off before enrolling at Regis must request a deferral after acceptance. Once admitted to Regis, candidates who wish to defer their enrollment must submit a written request to the Office of Undergraduate Admission and must also submit a non-refundable enrollment deposit. Enrollment can be deferred up to one year without filing a new

application. Deferred students enrolled in an accredited institution will need to submit official college transcripts and course descriptions for course and credit evaluation.

## **Application Reactivation**

Applicants who were previously accepted to Regis but did not enroll may complete an [Application Reactivation Form](#). This form must be completed to reactivate the undergraduate admission file.

Students previously enrolled as undergraduate students who wish to return and continue their studies at Regis should contact the Director of Undergraduate Academic Advising or [academicadvising@regiscollege.edu](mailto:academicadvising@regiscollege.edu). The Director of Undergraduate Academic Advising will contact the Registrar's Office to reactivate their files accordingly.

## **Campus Visits and Interviews**

Undergraduate prospective students and their families are encouraged to visit the Regis campus. Regis offers many opportunities for students to visit including: open house programs, Preview Day, information sessions, overnights, individual interviews, and student-led campus tours. Prospective students are invited to spend the day on campus, attend classes, and tour the campus.

Although Regis does not require a personal interview, it is strongly encouraged. Admission counselors are assigned geographically.

The Office of Undergraduate Admission is open Monday through Friday, 9 a.m. to 4:30 p.m., during the academic year and Monday through Friday, 8 a.m. to 5 p.m., during the summer months. To schedule a visit please call 866.438.7344 or sign up at [www.regiscollege.edu/ugvisit](http://www.regiscollege.edu/ugvisit).

## **Graduate Admission**

All applicants must apply online. A link to the online application is available at <https://www.regiscollege.edu/admission/graduate-admission/apply-our-graduate-programs> or on each graduate program webpage.

Applicants for the Master's in Occupational Therapy program must apply using the Centralized Application System for Occupational Therapy (OTCAS) portal <https://portal.otcas.org>. Please review OTCAS for all application requirements and deadlines.

Applicants for the Master's in Speech Language Pathology program must apply using the Centralized Application System for Speech Language Pathology (CSDCAS) portal

[CSDCAS \(liaisoncas.org\)](http://CSDCAS.org). Please review CSDCAS for all application requirements and deadlines.

Application materials for admission to a graduate program should be submitted to the Office of Graduate Admission, Regis College, 235 Wellesley Street, Weston, MA 02493.

All documents, transcripts, and other papers submitted for admission become the property of the Office of Graduate Admission and will not be returned. A decision will be made once all application materials have been received and all application requirements have been met. The Office of Graduate Admission adheres to Regis' institutional policies regarding equal opportunity and non-discrimination.

### **Graduate Admission Criteria**

Please submit the following materials for graduate admission consideration into one of the graduate programs:\*

- Proof of bachelor's degree (and if required, advanced degree) completion from accredited degree-granting institution
- Official transcript(s) from each college or university attended
- Completed online application form
- Letter(s) of recommendation (Please visit program webpage for exact number of recommendation letters required.)
- Resume/CV
- Non-refundable application fee; application fees for Occupational Therapy are posted on the OTCAS website and application fees for Speech Language Pathology are posted on the CSDCAS website
- GRE or MAT scores<sup>†</sup>
- Personal statement (Please discuss your educational and career goals.)
- Interview also required for admission consideration
- International applicants must also submit the following:
  - o Officially evaluated and translated transcripts from one of the preferred providers of transcript evaluations:
    - [Center for Educational Documentation](http://CED.org)  
PO Box 170116  
Boston, MA 02117  
617.338.7171; Fax: 617.338.7101
    - [Commission on Graduates of Foreign Nursing Schools](http://CGFNS.org)  
3600 Market Street, Suite 400  
Philadelphia, PA 19104-2651  
215.222.8454; Fax: 215.387.7497
    - [World Education Services](http://WES.org)
- Official International English Language Testing System (IELTS:

<https://www.ielts.org/>) or Test of English as a Foreign Language (TOEFL: <https://www.ets.org/toefl>) or Pearson Test of English (PTE: [Pearson English Language Test | PTE Academic \(pearsonpte.com\)](https://www.pearsonpte.com)) results (Regis College Board code is 3723.)

- o If bachelor's degree earned from a college or university where the language of instruction was English for four years, this requirement is waived.

- Documentation of financial support

\*For students applying to the Master of Science in Occupational Therapy, Regis accepts applications solely through the Centralized Application System for Occupational Therapy (OTCAS) portal: <https://portal.otcas.org>. Please review the OTCAS for all application requirements and deadlines. For students applying to the Master of Science in Speech Language Pathology, Regis accepts applications solely through the Centralized Application System for Speech Language Pathology (CSDCAS) portal: [CSDCAS \(liaisoncas.org\)](https://liaisoncas.org). Please review the CSDCAS for all application requirements and

† The GRE or MAT is not required for most graduate programs but may be preferred in some programs. Students may enroll in two Regis graduate courses and submit their grades in lieu of GRE or MAT test scores for certain programs with the exception of the Accelerated BS/MS in Nursing program and the MS in Occupational Therapy. Please consult the Office of Graduate Admission for current application deadlines and to determine if any additional materials are necessary. For on-campus programs, please call 781.768.7330. For fully online programs, please call 866.411.2159.

## **Veterans Programs**

The Veterans Center at Regis College works one-on-one with military-connected learners (veterans, service members, and their family members) to help navigate the process of applying for and using various VA education benefit programs. These benefits include the Post-9/11 GI Bill® (Chapter 33), Veteran Readiness and Employment (Chapter 31), and Dependents' Education Assistance (Chapter 35). These benefits can be applied toward certificate programs as well as undergraduate, graduate, and doctoral degrees. For more information please visit <https://www.regiscollege.edu/admission/veterans-programs> or contact the Manager of Veteran Services at 781.768.7207.

## **Yellow Ribbon Program**

Regis is proud to participate in the Yellow Ribbon program with the U.S. Department of Veterans Affairs. In order to qualify for the Yellow Ribbon program, veterans, or their family members using the Post 9/11 GI Bill® must qualify at the 100% benefit level. For more information, please contact the Manager of Veteran Services at 781-768-7207.

## **GI Bill® Trademark Policy**

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

## **Financial Aid for Undergraduate Students**

Regis offers educational opportunities to students regardless of their economic circumstances. Financial aid is awarded on a competitive basis, with financial need being the primary factor. Admission decisions are made without regard for financial need, and only after a student is accepted does Regis review the application for financial aid. Financial aid from Regis is intended to supplement the students (and family's) maximum effort toward meeting the cost of a private college education. Because the need for assistance may exceed the amount of resources available, students should seek scholarships, grants, and/or loans through local, state, or private sources. The Financial Aid Office is located in the Center for Student Services and can be reached by calling 781.768.7270.

Regis offers many types of financial aid. Students may be awarded scholarship funds or funds from one of the federal and state programs in which the college participates. Federal programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loan, and Federal Work-Study (FWS). State programs for Massachusetts residents include the Massachusetts State Grant and the Gilbert Grant. Residents of other states may qualify for the scholarship program specific to their state. A student may receive financial assistance from one or a number of these sources, as eligibility and funding allow. Financial aid is awarded on an annual basis, and applicants must reapply for assistance each year. Renewal of a student's financial assistance in future years is contingent upon the following:

1. The student must file all application materials by the designated priority filing date.
2. The student's financial circumstances, calculated eligibility, and enrollment status must remain consistent with the prior year.
3. Federal and state sources of funding remain available.
4. The student is determined to be making "satisfactory academic progress" as defined by Regis and federal regulations governing the financial aid programs.

To remain eligible for Regis need-based grants or federal and state sources of funding, a 2.0 GPA is required. The student must also complete 67 percent of attempted courses.

Regis participates in alternative financing programs that allow the student and/or family to pay through long-term financing or in monthly installments. Further information and applications may be obtained from the [Regis website](#).

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.

If interested to apply, The FAFSA must be completed every year and should be completed as soon as possible after applying to Regis. While applications are considered on a rolling basis, financial aid is distributed on a first-come, first-served basis. Regis strongly recommends that returning students file the FAFSA by April 15 (Apply for FAFSA online at [www.studentaid.gov](http://www.studentaid.gov)).

Regis is an active participant in all veteran's educational reimbursement programs. For the GI Bill® - Yellow Ribbon scholarship program, Regis contributes \$35,000 towards Undergraduate tuition and \$25,000 for Graduate tuition. These amounts are matched by the Veteran's Administration. Recipients of this program will also receive a housing and textbook allowance from the Department of Veteran Affairs. The Regis College Veteran Center works collaboratively with students who are enrolled in the VA Vocational Rehabilitation Program - Chapter 31 and their VA employment counselor to successfully pursue their education.

*Public Law 115-407, Sections 103 and 104*

*In accordance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post-9/11 GI Bill® benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28- 1905 form for Chapter 31) and ending on the earlier of the following dates:*

- *The date on which payment from VA is made to the institution.*
- *90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.*

*The University shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.*

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

All first-year and transfer students must be accepted for admission before a determination of eligibility for assistance will be made. Students should begin the financial aid application process early, regardless of whether a decision has been made regarding their acceptance to Regis. The FAFSA is required for all students applying for need-based Financial Aid. All financial aid recipients federally selected



for verification must submit supporting documentation before an award will be considered as verified. Further instructions will be emailed to the student.

### **Returning Students**

Financial aid recipients must reapply for assistance each year. The FAFSA should be submitted online at [www.studentaid.gov](http://www.studentaid.gov) by April 15 to be considered on time for the priority deadline. Additional documentation will be requested for students selected for federal verification or for whom information is conflicting or different from the prior year. Any additional information should be submitted to the Center for Student Services in College Hall 221.

Additional documents may be found online at [www.regiscollege.edu/finaid](http://www.regiscollege.edu/finaid). During the summer, students will be notified via their Regis email to log on to the Regis Portal and view or print their award letter.

### **Part-Time & Bachelor's Completion Students**

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

### **Federal Verification**

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

### **Types of Financial Aid**

#### **Regis College Merit Scholarships**

Merit scholarships are awarded to entering full-time, first-year and transfer students on the basis of academic achievement. Several scholarship levels exist to recognize student achievement. 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. Information about

deadlines and requirements for scholarships are available on the Regis College website.

### **Returning Financial Aid**

If a student finds it necessary to leave Regis for any reason on or before the 60 percent point of a semester (calculated using calendar days), the unearned portion of the financial aid awarded to the student must be returned according to the provisions of the Higher Education Amendments of 1998. Students attending courses which run less than 15 weeks in length will have the amount of federal funding to be returned calculated based on the number of days of enrollment.

## **Financial Aid for Graduate Students**

All students applying for need-based assistance must complete the Free Application for Federal Student Aid (FAFSA). See [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Regis College (Title IV Code #002206) must be designated as a recipient of this information.

### **Types of Federal Financial Aid**

- Direct Loans
- Graduate Direct PLUS Loan
- Federal Work Study
- Nurse Faculty Loan Program (NFLP)
- National Student Loan (NSL)

Regis participates in alternative financing programs that allow the student to pay through long-term financing or in monthly installments. Further information and applications may be obtained from the [Regis website](#). For additional information please contact the Office of Financial Aid located in the Center for Student Services, College Hall 221.

Phone: 781.768.7270; Fax: 781.768.7225; E-mail: [finaid@regiscollege.edu](mailto:finaid@regiscollege.edu)

## **Financial Information for Undergraduate Students**

### **Tuition, Fees, and Other Charges\***

All current tuition and fees can be found on the [Regis website](#). Contact the Center for Student Services at 781.768.7270 for updated information and a complete list of tuition, fees, and other charges. The Bursar's Office may also be reached by [e-mail](#).

All tuition, fees, and other charges are reviewed annually by the Trustees, who reserve the right to change them at any time. Tuition, fees, and other charges do not include costs for textbooks, supplies, personal items, and transportation, which will

vary depending upon each student's personal needs. All application fees, deposits, and registration fees are nonrefundable. Special fees such as those for laboratory technology, science, art, and photography are refundable only if a student withdraws before classes begin.

## **Billing Policies and Procedures**

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

Undergraduate students are billed a per semester full time rate for 12 to 19 credits. If a student elects to take 20 credits or more in a semester they will pay an extra per credit rate for each credit over 19.

If a student wants to take less than 12 credits in a semester they need to be cleared by the Director of Academic Advising. If approved their tuition will be prorated based on 15 credits and the full time tuition rate

Undergraduate semester bills for the academic year commencing in September are available on Regis Access in early July with a due date of early August for the fall semester and in December with a due date of early January 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.

\*Information about tuition, fees, and other charges for students enrolled in Lawrence Memorial programs may be found in the [Lawrence Memorial/Regis College catalogs](#).

## Payment Policies and Procedures

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

- Online for credit card and electronic transfers
- <https://www.regiscollege.edu/paymybill> (This is an internet portal through Regis' third-party payment partner, Official Payments)
- Lockbox Payments at the address below  
Regis College  
c/o Century Bank/Electronic Service  
PO Box 87  
Medford, MA 02155
- In person at the Center for Student Services, College Hall Room 221

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

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

## Fees

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

**Graduation Fee:** A mandatory \$300 graduation fee will be charged to all graduating students.

## Refund Policies

These refund policies apply to a student who withdraws, drops out, takes a leave of absence, or otherwise fails to complete an enrollment period. Enrollment periods are either equal to or greater than 15 weeks or all others, i.e. summer, 8 week term, or intersession. A separate refund schedule applies to Regis Online.

The following schedule for terms equal or greater than 15 weeks is used to determine the portion of tuition, room and board charges, and course-related fees that will be refunded depending upon the withdrawal date from a course or from Regis. The date of withdrawal is generally considered to be the last day the student attended classes. Deposits and certain fees are not refundable at any time.

### **Terms equal or greater than 15 weeks**

<b>Date of Withdrawal</b>	<b>Refund</b>
Prior to start of classes	100%
During 1st and 2nd weeks of classes	80%
During 3rd week of classes	60%
During 4th week of classes	40%
During 5th week of classes	25%
Withdrawal after the 5th week of classes	No refund

### **All Other Terms**

<b>Date of Withdrawal</b>	<b>Refund</b>
Prior to start of classes	100%
During 1st or 2nd class	80%
During 3rd class	60%
During and after 4th class	No refund

### **Online Program**

<b>Date of Withdrawal</b>	<b>Refund</b>
Prior to start of classes	100%
By Day 5 of Week 1 of class	100%
After Day 5 of Week 1 of class	No refund

**The following information applies to online students in the following states: Indiana, Maryland, Oregon and Wisconsin:**

**For students residing in Indiana:** Students who voluntarily withdraw from all courses will receive a tuition refund as follows: prior to start, 0% of term = 100% refund; less than 10% of term = 90% refund; 10% up to but not including 25% = 75% refund; 25% up to but not including 50% = 50% refund; 50% up to but not including 75% = 25% refund; more than 75% = no refund. The institution will make a proper refund, within thirty- one (31) days of the student's request for cancellation. If the student has paid tuition extending beyond twelve (12) months all such charges shall be refunded.

**For students residing in Maryland:** Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination Tuition Refund: less than 10% = 90% refund; 10% up to but not including 20% = 80% refund; 20% up to but not including 30% = 60% refund; 30% up to but not including 40% = 40% refund; 40% up to but not including 60% = 20% refund; more than 60% = no refund.

**For students residing in Oregon:** Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination Tuition Refund: less than 10% = 90% refund; 10% up to but not including 20% = 80% refund; 20% up to but not including 30% = 60% refund; 30% up to but not including 40% = 40% refund; 40% up to but not including 60% = 20% refund; more than 60% = no refund.

**For students residing in Wisconsin:** Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination Tuition Refund: less than 10% = 90% refund; 10% up to but not including 20% = 80% refund; 20% up to but not including 30% = 70% refund; 30% up to but not including 40% = 60% refund; 40% up to but not including 50% = 50% refund; 50% up to but not including 60% = 40% refund; 60% and more = no refund

## **Withdrawals**

An undergraduate student who is withdrawing from Regis must meet with the director of Academic Advising or fill out the withdrawal form available on SPIKE. Refunds will be delayed for any student who has not properly withdrawn. A student is responsible for any charges due to Regis that have not been paid at the time of withdrawal. Any refund scheduled to be returned to a student will first be applied to unpaid institutional charges, if any.

## **Payment Plans**

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

## **Statement of Account**

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



processed and cannot be officially applied to the bill. In that instance, the bill may be subject to an assessment of late payment charges if not resolved in a timely manner. The student should immediately contact the Office of Financial Aid to determine the status of aid awarded should it not appear on the Statement of Account. Federal work study or Institutional work awards are wages to be earned at a future date and do not appear on the student bill.

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

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to Regis. Federal Stafford Loans, for example, are subject to fees of 1 to 4 percent of the gross amount borrowed.

Federal work-study is awarded to qualified students to assist them with paying for books, supplies, and for personal expenses. On-campus work provides students with an opportunity to save money for future tuition bills. Federal work-study and Institutional work-funds are paid directly to the student and therefore may not be subtracted from the bill. Students who expect to receive financial aid or loans from any source, including Regis, should begin their application process well in advance of the beginning of the academic year.

### **Outside Scholarships/Awards**

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

### **Third-Party Billings**

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

## Health Insurance

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

Once enrolled in the plan and the fee charged, it will not be removed from a student's account. The enrollment/waiver period will be July to September. To waive this insurance, go to [www.gallagherstudent.com/regis](http://www.gallagherstudent.com/regis). To enroll in this plan, students must also go online to [www.gallagherstudent.com/regis](http://www.gallagherstudent.com/regis). Inquiries regarding plan coverage and related health services matters should be made to the Center for Health and Wellness located in Maria Hall, or by calling 781.768.7290.

Contact Gallagher Student Health and Special Risk at 844.484.0087 or by [email](#).

## Financial Information for Graduate and Continuing Education Students

### Tuition, Fees, and Other Charges

Contact the Bursar's Office in the Center for Student Services directly at 781.768.7270 for updated information and a complete [current list of tuition, fees, and other charges](#); [Regis Online program](#). The Bursar's office may also be reached by [e-mail](#). All tuition, fees, and other charges are reviewed annually by the Board of Trustees, which reserves 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 non-refundable. Special fees such as those for laboratory technology, science, art, and photography courses are refundable only if a student withdraws prior to the commencement of classes.

### Bursar's Office

Regis is committed to doing everything possible to assist and guide students through the financial process. The Bursar's Office is responsible for the billing and collection of all tuition, housing, and other charges and fees. The Bursar's Office is part of the Business Office and is located in the Center for Student Services, CH 221, on the second floor of College Hall. The Bursar's Office may be contacted directly Monday through Thursday, 9 a.m. to 5:30 p.m., and Friday, 9 a.m. to 4:30 p.m. Telephone: 781.768.7270; [Email](#).

## **Bursar's Office Policies and Procedures**

The following Bursar's Office policies and procedures are required to ensure effective business practices and compliance with federal, state, and other regulations, including those of the U.S. Department of Education. Questions should be directed to the Bursar.

References hereafter to student account statement or student bill are terms that are used interchangeably and relate to any periodic billing statement. Graduate bills for the academic year commencing in September are available in students' Regis Access accounts in August for the fall semester and in December for the spring semester. The exact due date is shown on the billing statements. If unable to meet the due date, the student should immediately contact the Bursar's Office well in advance of the due date. All summer session tuition and fees are due upon registration. No student is eligible to attend classes or to live in the residence halls unless charges owed are paid by the due date specified on the bill or unless alternative payment arrangements have been made with the Bursar's Office. Failure to settle accounts in full, at any time, may prevent the student from receiving a transcript of grades or a degree. In addition, other services may be temporarily or permanently suspended. A student's registration is subject to cancellation if the charges for a semester or session are not paid according to the stated policy.

## **Payment Policies and Procedures**

Student account bills may be paid in person at the Center for Student Services; otherwise, payments should be mailed to:

Regis College  
c/o Century Bank  
P.O. Box 87  
Medford, MA 02155

[Online credit card payments](#) and electronic fund transfers may be made via VISA, MasterCard, American Express, or Discover Card. Students may view account statements at any time on their Regis Access accounts. Students assume full responsibility for payment of their accounts with Regis and for any and all costs incurred to collect payment, including late fees, collection costs, and attorney's fees.

## **Fees**

**Late Fee:** All accounts not settled by each semester's billing due date will be assessed a \$100 late payment fee. Additional monthly late payment charges may be assessed.

**Graduation Fee:** A mandatory \$300 graduation fee will be charged to all graduating students.

**Programmatic Fee:** Some programs may have additional fees. Please see the programhandbook.

**Technology Service and Support 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 either equal to or greater than 15 weeks or all others, i.e. summer, 8 week term, or intersession. A separate refund schedule applies to Regis Online.

The following schedule for terms equal or greater than 15 weeks is used to determine the portion of tuition, room and board charges, and course-related fees that will be refunded depending upon the withdrawal date from a course or from Regis. The date of withdrawal is generally considered to be the last day the student attended classes. Deposits and certain fees are not refundable at any time.

#### **Terms equal or greater than 15 weeks**

<b>Date of Withdrawal</b>	<b>Refund</b>
Prior to start of classes	100%
During 1st and 2nd weeks of classes	80%
During 3rd week of classes	60%
During 4th week of classes	40%
During 5th week of classes	25%
Withdrawal after the 5th week of classes	No refund

#### **All Other Terms**

<b>Date of Withdrawal</b>	<b>Refund</b>
Prior to start of classes	100%
During 1st or 2nd class	80%
During 3rd class	60%
During and after 4th class	No refund

## Online Program

Date of Withdrawal	Refund
Prior to start of classes	100%
By Day 5 of Week 1 of class	100%
After Day 5 of Week 1 of class	No refund

### The following information applies to online students in the following states: Indiana, Maryland, Oregon and Wisconsin:

**For students residing in Indiana:** Students who voluntarily withdraw from all courses will receive a tuition refund as follows: prior to start, 0% of term = 100% refund; less than 10% of term = 90% refund; 10% up to but not including 25% = 75% refund; 25% up to but not including 50% = 50% refund; 50% up to but not including 75% = 25% refund; more than 75% = no refund. The institution will make a proper refund, within thirty- one (31) days of the student's request for cancellation. If the student has paid tuition extending beyond twelve (12) months all such charges shall be refunded.

**For students residing in Maryland:** Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination Tuition Refund: less than 10% = 90% refund; 10% up to but not including 20% = 80% refund; 20% up to but not including 30% = 60% refund; 30% up to but not including 40% = 40% refund; 40% up to but not including 60% = 20% refund; more than 60% = no refund.

**For students residing in Oregon:** Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination Tuition Refund: less than 10% = 90% refund; 10% up to but not including 20% = 80% refund; 20% up to but not including 30% = 60% refund; 30% up to but not including 40% = 40% refund; 40% up to but not including 60% = 20% refund; more than 60% = no refund.

**For students residing in Wisconsin:** Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination Tuition Refund: less than 10% = 90% refund; 10% up to but not including 20% = 80% refund; 20% up to but not including 30% = 70% refund; 30% up to but not including 40% = 60% refund; 40% up to but not including 50% = 50% refund; 50% up to but not including 60% = 40% refund; 60% and more = no refund

## Withdrawals

A graduate student who is withdrawing from Regis needs to submit the Graduate Program Withdrawal form located on SPIKE. Refunds will be delayed for any student

who has not properly withdrawn. A student is responsible for any charges due to Regis that have not been paid at the time of withdrawal. Any refund scheduled to be returned to a student will first be applied to unpaid institutional charges, if any.

### **Payment Plans**

Students who are unable to pay all required tuition and fees at one time are encouraged to investigate the monthly budget payment plan option. A monthly installment payment plan is offered by Regis through Nelnet. Enroll through <https://regiscollege.afford.com>. The amount budgeted may be paid in ten monthly installments for full-time students (payments commencing July 1) and in four or five monthly installments per semester for part-time students. There are nominal annual or per semester application fees for the plan. There is no interest or other finance charges.

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

### **Statement of Account**

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

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

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to Regis. Federal Stafford Loans, for example, are subject to fees of 1 to 4 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans. Students who expect to receive financial aid or loans from any source, including Regis, should begin their application process well in advance of the beginning of the academic year.



## **Outside Scholarships/Awards**

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

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

## **Third-Party Billings**

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

## **Health Insurance**

Massachusetts law requires all graduate students taking 6.75 credits or more to either demonstrate proof of comparable health insurance coverage or purchase a qualifying student health insurance plan. In order to assure that ALL Regis students are properly insured to meet the state law, all students are initially charged on their student account for the cost of the Blue Cross Blue Shield Health Care Student Injury and Sickness Insurance Plan. It is then your choice whether to enroll in this insurance plan or waive the insurance and remain on your family or individual plan. Once a student has enrolled in the Plan, the fee will not be removed from the student's account. The enrollment/waiver period will be July to September. To waive this insurance, visit: [www.gallagherstudent.com/regis](http://www.gallagherstudent.com/regis).

To enroll in this plan, you must also visit [www.gallagherstudent.com/regis](http://www.gallagherstudent.com/regis). Inquiries regarding plan coverage and related health services matters should be made to the Center for Student Services, 781.768.7270 or via email [css@regiscollege.edu](mailto:css@regiscollege.edu).

Gallagher Student Health and Special Risk can be reached toll free number at 844-484-0087 or by email [regisstudent@gallagherstudent.com](mailto:regisstudent@gallagherstudent.com).

## Academic Standing

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

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

### Midterm Grades

All undergraduate first-year students receive a midterm grade in all classes for the fall and spring semesters. Upper-class undergraduate students receive a mid-term warning in any class at a grade of D or F. Graduate students receive a mid-term warning in any class at a grade less than a B-.

## **Passing Grades**

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

## **Repeating a Course**

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

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

Students may take no more than four courses required for a degree on a pass/no pass (P/NP) basis. Only one P/NP course may be taken in any given semester. Courses that are only offered on a P/NP basis do not apply to either of these limits. The P/NP option is not allowed for courses that are required for the major/program, for certain key requirement courses (EN 105, EN 106, QR 103F, QR 103P, QR 103S, and RC 101), and/or to satisfy certain course prerequisite requirements. Only one course may be taken with the P/NP option in the minor field. Refer to specific program criteria regarding P/NP limitations. Only P or NP will be recorded on the student's transcript. The P/NP grade is not computed in the grade point average (GPA); however, earned credits will be applied toward graduation requirements. Students are responsible for filing the appropriate request form with the Registrar's Office prior to the published deadline. The pass/no pass choice may not be requested retroactively.

## **Dismissal from an Undergraduate Major or Bachelor's Completion Degree**

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

## **Undergraduate Academic Progression**

Class standing is determined as follows:

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

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

## **Undergraduate Academic Standing**

The Director of Undergraduate Academic Advising reviews the academic records of all undergraduate students at the end of the fall, spring, and summer semesters to determine whether a student is in good academic standing. The academic records of students who have any course with an "Incomplete" will not be reviewed by the director of Academic Advising until all "Incompletes" are converted to a letter grade.

## **Definition of Good Academic Standing**

To be in good academic standing, all undergraduate students:

1. Must achieve a GPA of at least 2.00 for each semester, and
2. Maintain a cumulative GPA of at least 2.0.

## **Academic Alert**

A student in good academic standing, as defined above, will receive an academic alert if:

- 1) The student's semester GPA is between 2.0 and 2.2, or
- 2) The student's cumulative GPA is between 2.0 and 2.2.

The director of Academic Advising will contact students via Regis email who meet the academic alert criteria, as defined above, to advise them on the following:

- 1) they are receiving an academic alert (note: this is still at a good academic standing level),
- 2) the definition of good academic standing, and
- 3) provide the student with a list of academic resources available for them to access in an effort to remain in good academic standing.

The director of Academic Advising recommends to the Academic Standing Committee one of four levels of academic standing detailed below, for undergraduate students whose academic record does not meet the definition of good academic standing.

### **Academic Standing Level I**

A student will be placed on Academic Standing Level I if the student has not previously failed to maintain good academic standing and:

- 1) The student completed at least 50% of credits attempted with a semester GPA between 1.00 and 1.99 or,
- 2) The student has a cumulative GPA of between 1.00 and 1.99.

### **Requirements**

- 1) A student on Academic Standing Level I must develop an Academic Progress Plan with his /her academic coach. The purpose of the Academic Progress Plan is to outline steps and resources to help the student improve their academic standing by the end of the fall or spring semester following their placement on Academic Standing Level I.
  - a. A student may take intersession or summer session courses in an attempt to improve their academic standing prior to the fall or spring semester following their placement on Academic Standing Level I.
  - b. A student may submit a written petition to the director of Academic Advising prior to the add/drop deadline of the subsequent fall or spring semester seeking removal from Academic Standing Level I.

### **Restrictions**

A student on Academic Standing Level I:

- 1) May **not** hold student office (e.g., in student government or other student clubs/organizations, and
- 2) May **not** participate in intercollegiate athletics.
- 3) May **only** enroll in a maximum of five (5) courses during their semester on Academic Standing Level I.

**Failure to meet the requirements of Academic Standing Level I, as detailed above, will result in the student being placed on Academic Standing Level II.**

### **Academic Standing Level II**

A student will be placed on Academic Standing Level II if:

- 1) The student was on Academic Standing Level I during the previous semester, but did not achieve a semester GPA of 2.0 and/or their cumulative GPA is not a 2.0 or better, or

- 2) The students' semester GPA is below 1.0 with no more than two Fs or WFs earned during the semester; and/or
- 3) The student's semester and/or cumulative GPA are below 1.0.

### Requirements

1. During the semester in which a student is on Academic Standing Level II, the student must increase their cumulative GPA by earning a grade no lower than a (C) or (P) in all courses.
2. A student on Academic Standing Level II must develop an Academic Progress Plan with their academic coach. The purpose of the Academic Progress Plan is to outline steps and resources to help the student improve their academic standing by the end of the fall or spring semester following their placement on an Academic Standing Level II.
  - a. A student may take intersession or summer session courses to improve their academic standing prior to the fall or spring semester following their placement on Academic Standing Level II.
  - b. A student may submit a written petition to the director of Academic Advising prior to the add/drop deadline of the subsequent fall or spring semester seeking their removal from Academic Standing Level II.

### Restrictions

A student on Academic Standing Level II:

- 1) May **not** hold student office (e.g., in student government or other student clubs/organizations), and
- 2) May **not** participate in intercollegiate athletics.
- 3) May **only** enroll in a maximum of five (5) courses during their semester on Academic Standing Level II.

**Failure to meet the requirements of Academic Standing Level II, as detailed above, will result in the student being placed on Mandatory Academic Remediation (MAR).**

### Mandatory Academic Remediation (MAR)

A student will be placed on MAR if:

- 1) The student failed to meet the requirements of Academic Standing Level II, as detailed above; or
- 2) The student earns three (3) or more Fs or WFs grades during a semester, or
- 3) The student fails to successfully complete 50 percent of attempted credits in any semester.



The Academic Standing Committee may use its discretion to give special consideration to first semester freshmen who fail to successfully complete 50 percent of attempted credits.

### **Requirements**

- 1) A student on MAR is required to drop down to part-time status with a maximum of two (2) courses,
- 2) A student on MAR must develop an Academic Progress Plan with the director of Academic Advising during their semester as a part-time student at Regis College,
- 3) A student on MAR must earn a grade no lower than a (C) or (P) in all courses and,
- 4) At the end of the semester of the MAR, the student may submit a written petition to the APRC (via the director of Academic Advising) to be considered for re-instatement to Regis College as a full-time student.

### **Restrictions**

Students on MAR:

- 1) May **only** enroll in a maximum of two (2) courses at Regis College as a part-time student,
- 2) May **not** participate in any Regis extracurricular activities (including intercollegiate athletics, Regis sponsored clubs and/or organizations) and,
- 3) Will be removed from Regis housing.

**Failure to meet the requirements of Mandatory Academic Remediation, as detailed above, will result in the student being placed on Academic Mandatory Leave.**

### **Academic Mandatory Leave (AML)**

A student will be placed on AML if:

1. The student failed to meet the requirements of Mandatory Academic Remediation, as detailed above.

### **Requirements**

1. A student on AML must meet with the director of Academic Advising to discuss academic options.

The Academic Standing Committee will place a student in a status level based on the criteria stated above for each particular status level. The Academic Standing Committee may, however, exercise its discretion to place a student within a status level even when the student does not satisfy the criteria for that status level based upon a written analysis of some or all of the following factors:

- 1) Previous academic standing history,
- 2) The student's personal, medical, or family circumstances, or
- 3) A violation of Academic Integrity Policy or the Classroom Code of Conduct.

## **Academic Standing Appeals**

Students may appeal their academic standing status level to the Director of Academic Advising within 14 days of receiving notice of their academic standing status level.

Academic stand appeals must be in writing and based upon new information not previously available to the Academic Standing Committee or the Director of Academic Advising.

NOTE: Students on AML are allowed one appeal for the Admission, Progression, and Retention Committee (APRC) to review for the semester that they have been placed on AML.

### **I. Voluntary Leave of Absence**

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

#### **A. Request**

1. The student should discuss a voluntary leave of absence with their academic advisor.
2. The student must contact the director of Academic Advising in writing requesting a leave of absence. The director of Academic Advising will review and approve or deny the leave request in consultation with the appropriate academic and administrative offices, including but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar.
3. The terms and conditions of an approved leave shall be set forth in the approval letter.

#### **B. Duration**

The duration of a voluntary leave of absence will be a minimum of one (1) academic semester to a maximum of one (1) calendar year. After a leave has commenced, a student may request an extension or reduction of the leave period. A request for an extension or reduction of the leave period must be submitted in writing to the director of Academic Advising and must show good cause. Extension or reduction of the

leave period will be made by the director of Academic Advising in consultation with the appropriate academic and administrative offices, including but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, and the Registrar.

1. No less than three (3) weeks prior to the first day of classes of the semester in which the student seeks to return, the student must petition the director of Academic Advising, in writing, of their intention to return at the conclusion of the stated leave period.
2. The director of Academic Advising will contact the appropriate academic and administrative offices, including but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, Campus Police, and the Registrar to determine the eligibility of the student to return from the voluntary leave of absence.
3. The director of Academic Advising will notify the student and the appropriate academic and administrative offices, in writing, of the approval or denial of their petition to return from the voluntary leave of absence.
4. If the return is approved, the student must schedule an appointment with their academic advisor to register for courses in advance of the start of the semester.
5. The student must also notify the Office of Residence Life if they plan to return to on-campus housing. Housing is provided on a space-available basis and is not guaranteed.

## **II. Academic Mandatory Leave of Absence**

See above for the full Academic Mandatory Leave (AML) policy and procedure.

## **III. Voluntary Medical Leave of Absence**

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

### **A. Request**

1. All students—both graduate and undergraduate—are encouraged to discuss a voluntary medical leave of absence with their academic advisor, graduate program director, and/or another Regis College faculty or staff member. Students are also encouraged to consult the Center for Student Services to discuss any impact the leave may have on their financial aid. Staff members in Undergraduate Student Affairs, Graduate and Professional Student Affairs, and the Regis Center for Health and Wellness are well equipped to assist in the process.
2. Undergraduate students must contact the director of Academic Advising in writing requesting a medical leave of absence. The director of Academic Advising will approve or deny the leave request. Graduate students must contact the office of

Graduate and Professional Student Affairs in writing using the leave of absence request form available on SPIKE.

3. The terms and conditions of an approved leave, including the conditions for a student's return, which may have program-specific considerations, shall be set forth in the formal approval letter sent to the student.

## **B. Duration**

For any student (graduate or undergraduate), the duration of a voluntary medical leave of absence will be a minimum of one (1) academic semester to a maximum of one (1) calendar year. After a leave has commenced, a student may request an extension or reduction of the leave period. Undergraduate students must submit a request for an extension or reduction of the leave period, in writing, to the director of Academic Advising and must show good cause. Graduate students must submit a request for an extension or reduction of the leave period, in writing, to the office of Graduate and Professional Student Affairs, and must show good cause. Extension or reduction of the leave period will be made by the appropriate administrator in consultation with the appropriate academic and administrative offices, including but not limited to, Student Affairs, Academic Affairs, Bursar, Financial Aid, and the Registrar.

## **IV. Return from Voluntary Medical Leave of Absence**

1. No less than three (3) weeks prior to the first day of classes of the semester in which the student seeks to return, undergraduate students must petition the director of Academic Advising, in writing, of their intention to return at the conclusion of the leave period. Graduate students must petition the office of Graduate and Professional Student Affairs, using the End Leave of Absence form available on SPIKE, of their intention to return at the conclusion of the leave period.
2. All students on voluntary medical leave of absence must submit documentation at the time of petition via confidential fax, mail, or email to Regis Center for Health and Wellness. This documentation must be from the student's current treating medical or mental health professional and must address the student's ability to successfully pursue a course of study. If the student is requesting to live in a residence hall on campus the professional must also address the student's ability to safely live in residency on campus.
3. Documentation will be reviewed by Regis Center for Health and Wellness and/or the director of Counseling Services. If documentation is deemed insufficient to make a determination regarding the petition to return, Regis Center for Health and Wellness and/or the director of Counseling Services may request additional information.
4. In addition to submitting documentation, students on a voluntary medical leave of absence, either for a mental health or a physical health reason must call the Center for Health and Wellness to schedule an appointment with, as appropriate, either the director of Counseling or a nurse practitioner. The student's ability to successfully pursue a

course of study and suitability for residency if the student is requesting to live on campus will be assessed during the appointment.

5. The Vice President of Student Affairs and Enrollment (or their designee), or Associate Vice President of Graduate and Professional Student Affairs (or designee), in consultation with the Associate Dean of Center for Health and Wellness and/or the Director of Counseling Services and any other appropriate academic and administrative offices, will determine the eligibility of the student to return from the voluntary medical leave of absence.
6. The director of Academic Advising will notify undergraduate students and the appropriate academic and administrative offices, in writing, of the approval or denial of the student's petition to return from the medical leave of absence prior to the start of the semester. An administrator from the office of Graduate and Professional Student Affairs will notify graduate students and the appropriate academic and administrative offices, in writing, of the approval or denial of the student's petition to return from the medical leave of absence prior to the start of the semester.

NOTE: In certain cases, a student's return to active status may include specific conditions designed to clarify expectations, provide appropriate support, and ensure student success. These conditions will be set by the appropriate administrative office (e.g. Vice President of Student Affairs and Enrollment (or their designee), Associate Vice President of Graduate and Professional Student Affairs (or designee) in collaboration with the director of Academic Advising, faculty advisor, and the academic program director/chair. For example, if there is a potential need for temporary or ongoing disability accommodation, the student will be referred to the director of Student Accessibility Services.

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

7. If the return is approved, the student must schedule an appointment with their academic advisor/academic program director, or the director of Academic Advising to register for courses in advance of the start of the semester.
8. Please note that residential students must also notify the Office of Residence Life if they plan to return to on-campus housing. Housing is provided on a space-available basis and not guaranteed.

## **V. Academic Program Considerations**

Some academic programs and departments have program-specific requirements and/or criteria required for successful completion of the academic program. These program-specific criteria may require that a student on leave provide additional medical documentation and/or meet additional criteria for return in the context of voluntary medical leave of absence. Therefore, a student considering a leave should consult their academic

program or department regarding the leave of absence. Students who do not provide the additional medical documentation or who do not satisfy the additional criteria necessary to return to a specific academic program will not be permitted to return to that academic program, but may be permitted to return to Regis College into a different academic program.

## **VI. Financial Aid Considerations**

Taking a leave of absence may also include financial implications. Before taking any leave of absence, the student should consult the Center for Student Services to discuss any impact the leave may have on their financial aid.

## **VII. Appeal Procedures**

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

### **Denial of Return from Voluntary Medical Leave of Absence**

An undergraduate student who is denied their return from medical leave of absence petition may appeal the decision to the vice president of Student Affairs and Enrollment (or their designee) within three (3) business days (excluding weekends and federal and state holidays) of the decision. A graduate student who is denied their return from medical leave of absence petition may appeal the decision to the office of Graduate and Professional Student Affairs within three (3) business days (excluding weekends and federal and state holidays) of the decision. The appeal must be made in writing and should set forth the basis for the appeal. Appeals will only be considered if new evidence that was unknown at the time of the initial decision has become available which would have significantly altered the decision. All Leave of Absence Appeals will be reviewed by the Leave of Absence Appeal Committee, which shall review the record and any additional information submitted by the student and will make a decision to affirm or reverse the decision prior to the start of the semester. The decision made by the Leave of Absence Appeal Committee is considered final.

## **Academic Honors**

### **Honors Program**

The Honors Program at Regis offers qualified undergraduate students a stimulating and challenging learning experience and opportunities for distinguished scholarship. Through a combination of rigorous coursework, supported service-learning experiences, and exciting enrichment activities, the Honors Program prepares



students to become leaders committed to the betterment of the human condition and our society, a goal that is central to the Regis mission. Please consult with Honors Program Co-Directors for additional information.

### **Honors Program Eligibility**

Undergraduate first-year students who have been accepted to Regis with a high school GPA of 3.50 or above, are invited to participate in the Honors Program. Students who are not yet in the Honors Program and who have earned a cumulative GPA of 3.50 or higher after at least one year at Regis may apply for admission to the program. Students must maintain a cumulative GPA of 3.45, the college honor of cum laude, to remain in and graduate from the program.

Additionally, any student not enrolled in the Honors Program who has the intention of applying and has a cumulative GPA of at least 3.30, as well as the permission of the program director and the course instructor, may enroll in a course for honors credit as course limits allow. All students who choose to take a course for honors credit must earn a letter grade in that course.

### **Honors Program Requirements**

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

**Service:** Each year in which a student is enrolled in the Honors Program, they are expected to participate in community leadership, service learning, and/or personal enrichment projects and programs on and off campus. Included in this commitment is a 30-hour service-learning experience which is a part of the capstone component for the Honors Seminar, ID 330 Contributing to the Common Good. During the senior year, Honors Program students may also be invited to assist faculty in teaching honors-level courses, to undertake advanced research projects, or to assume leadership in the operation of the Honors Program.

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

### **College Honors at Graduation**

Eligible undergraduate students receiving the associate degree, along with the bachelor's degree are awarded college honors. Students can take no more than four

courses total required for graduation on a pass/no pass basis. Please note that students may earn college honors without participating in the Honors Program.

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 54 credits (classes of 2013 and beyond) at Regis are also eligible for honors designation. The total number of transfer credits applied to the Regis degree must have a grade point average of 3.45. The category for honors is then computed using the GPA earned at Regis. Transfer students with fewer than 51 credits (classes of 2013 and beyond) are not eligible for college honors. Students pursuing the accelerated three year bachelor's program are eligible for honors designation.

### **Valedictorian**

The Valedictorian is an undergraduate individual(s) with the highest cumulative GPA in the graduating class enrolled full-time through eight semesters at Regis.

### **Dean's List**

To be eligible for the undergraduate student Dean's List as a sophomore, junior, or senior, a student must be enrolled full-time and have a semester GPA of at least 3.50. First-year students must also be enrolled full-time with a semester GPA of at least 3.25. The GPA calculated to determine eligibility for the Dean's List for the class of 2013 and beyond is based on four or five 3-credit or 4-credit courses taken for a letter grade. The Dean's List is determined at the conclusion of each semester. Please note that for the spring semesters, the intersession is included. 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. See "Individualized Study" in this catalog.

A student who has demonstrated academic distinction in the major field and who is interested in departmental honors applies to the department chair of the academic major at the end of the sophomore year and no later than February 1 of the junior

year. Additionally, the student establishes the parameters of the project prior to formal registration for the first semester of the senior year. To be eligible for participation, the student must have a minimum GPA of 3.0 and evidence of distinguished achievement in the major discipline at the time of application.

Generally, such evidence will consist of a GPA of 3.5 in the major discipline. In unusual cases, the program faculty, by majority vote, may modify the minimum GPA requirement in the major discipline. The student's participation is approved by the program faculty and supervised by a program faculty member.

The student must maintain the minimum overall GPA required for eligibility. Candidacy is terminated at the end of any semester in which the student does not maintain these standards or if progress in honors does not meet the standards established by the faculty supervisor and the program. In such instances, a student may receive credit for independent study with the approval of the program faculty. An independent study grade will be assigned by the faculty director. A student will graduate with departmental honors upon the recommendation of the program faculty. This recommendation is based on the GPA and on the quality of the honors thesis and its oral defense. The successful student receives recognition for departmental honors during the Baccalaureate Ceremony.

### **National and International Honor Societies**

Membership in honor societies is open to students who have maintained a high scholastic record and have given evidence of leadership and service; each society has its own criteria. Students are inducted into honor societies during an annual Honors Induction Ceremony. Please note Honors Societies are separate from the Honors Program. 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

IOTA KAPPA LAMBDA, national honor society in social work (BSW and MSW)

KAPPA DELTA PI, international honor society in education

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, MA 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

## **Special Undergraduate Programs and Opportunities**

### **Cross-Registration**

Regis has a cross-registration agreement with Babson College, Bentley University, Boston College, Lasell College, and Hellenic College Holy Cross that permits undergraduate students from one campus to register for courses on another. Full-time, degree-seeking juniors and seniors may take one course each semester at one of the exchange institutions tuition free, provided that the course is not given at Regis and that the home institution has approved the course. Exception may be made for well-qualified, lower-division students who wish to pursue coursework in fields of study unavailable at Regis. To pursue this possibility, the student should submit the Authorization for Cross-Registration form located on SPIKE. The student should consult with the faculty advisor and/or the Director of Undergraduate Academic Advising as to the benefit of taking a course at one of these institutions.

### **Visiting Students**

Visiting students are non-degree seeking students. Students may take up to 5 classes as a visiting student before they must formally enroll. Graduate students may take up to 2 classes as a visiting student before they must formally enroll. Restrictions apply to what courses a student may take as a visiting student.

### **Courses Offered as 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 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. Students should contact their school dean if they are interested.

## **Tutorials**

Tutorials 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. Students should contact their school dean if they are interested.

## **Internships**

Regis requires that all students complete at least one internship as a requirement for graduation. (Diagnostic medical sonography, nuclear medicine, and nursing students use their clinical rotations to satisfy the requirement; education majors use their student teaching practicum to satisfy the requirement; social work students use their field placement to satisfy the requirement.) Students earn academic credit for eligible internship opportunities.

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 students are eligible to complete internships for academic credit during academic semesters as well as the summer.

The Center for Internships and Career Services was created to provide students with the tools they need to secure an internship(s) and ultimately a job in their field of choice. The Center runs classes and workshops as well as one-on-one counseling to prepare students to find and secure an internship. Students may contact the director of The Center for 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 disciplinary concentration. Initiating such a major program requires that the student first meet with the relevant school academic dean. The student should also obtain the cooperation of two faculty members to serve as advisors. They must represent two disciplines from which the student expects to draw much of the coursework. The student then writes a proposal for an educational plan with the

guidance of the faculty advisors. The proposal is reviewed by the school(s) Curriculum and Academic Policies (CAP) Committee, which recommends acceptance, suggests modifications, or rejects it. For additional information, please consult with the Vice President of Academic Affairs.

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

### **Pre-Law Advising Program**

Law is a challenging and rewarding profession that can provide individuals with exciting and exceptional career opportunities. At Regis College, we offer students who are interested in attending law school specialized advising that provides students with guidance regarding studying for and taking the Law School Admission Test (LSAT); deciding to which law schools to apply; preparing law school applications, including crafting the personal statement and securing letters of recommendation; and deciding which offer of acceptance to accept. Pre-law advising is open to all students at Regis College regardless of their major.

While at Regis College, students are encouraged to pursue a course of study in which they have a particular interest and/or talent. Students will, in consultation with the pre-law advisor, select elective courses that are geared toward the development of strong reading comprehension, effective writing, and analytical reasoning skills, all traits that will help students to succeed in law school.

Regis has affiliation agreements with Suffolk University School of Law, UMass School of Law, and Western New England University School of Law. These institutions offer an accelerated program of study that allows qualified students, upon application and acceptance to the law school, to earn a bachelor's degree from Regis and a law degree from Suffolk University School of Law, UMass School of Law, or Western New England University in six years (a 3+3 program) from any of the three institutions.

Typically, it requires seven years of study to earn these degrees. The 3+3 program requires students to complete 90 credits at Regis College and, if accepted to the law school, Regis will accept as transfer credits the first thirty (30) credits earned with a grade of C+ or higher and will then confer upon the student their bachelor's degree. This is not an automatic acceptance program to any of the law schools.

Rather, the affiliations provide a great opportunity for a student to start their law school career one year earlier than a traditional applicant to those programs. The pre-law advisor can help you understand the application process and the advantages to each program.



## **Pre-Medical/Pre-Dental/Pre-Veterinary/Pre-Optometry**

This program is designed to support student of any major who plan to apply to Medical, Dental, Veterinary or Optometry School. Students wishing to pursue these paths should sign up for this program to be assigned to the Pre-Medical/Dental/Vet/Opt program director/advisor. Participation in this program provides access to a 1 credit course, special trips and unique events related to the preparation, application and attendance of these schools. In consultation with the Pre-Medical/Dental/Veterinary/Optometry advisor, students should develop a personalized plan including courses, clinical experience and co-curricular activities to become a competitive applicant.

**It is recommended that students choose a major subject consistent with their own aptitudes and interests. Admission Minimum requirements for admission**

- Biology: BI 103 and BI 104 Introductory Biology
- Chemistry: CH 103 and CH 104 General Chemistry, CH 305 and CH 306 Organic Chemistry, and CH 318 Biochemistry
- Physics: PY 213 and PY 214
- MA 106 Calculus
- Recommended or required by some schools: Statistics, psychology, sociology, and writing
- Earned GPA of at least
- Upon applying to or while attending Regis, students have the option to apply to a dual enrollment agreement with St. George's University Medical school. The program can be 3+4 or 4+4. For information regarding our dual admission program with St. George's University Medical and Veterinary Schools, please visit <https://www.regiscollege.edu/admission/undergraduate-admission/academic-partnerships-undergraduate-students>
- Regis also has a 3+4 articulation agreement with the New England College of Optometry (NECO). [Click here for more information regarding this program.](#)

## **Pre-Occupational Therapy/Pre-Physician Assistant/Pre-Physical Therapy and other Health Professions Advising**

Students wishing to pursue any of these professions should meet with their faculty advisor and with the pre-health professions advisor. Admission requirements vary by school and program, so it is important for students to meet with the pre-health professions advisor as early as possible.

## **Academic Partnerships**

Regis College has developed articulation agreements with selected accredited colleges and universities to enhance our students' opportunities for direct entry into a

variety of graduate programs. Articulation agreements are updated frequently. For the most up to date list, contact the [Office of Academic Affairs](#).

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

### **Education Abroad**

Education abroad programming is offered through the Center for Global Connections at Regis. Education abroad includes traditional study, as well as internships and research abroad. These experiences can be tailored to individual comfort levels so students get exactly what they want from the program. The amount of time spent overseas could range from a few weeks in the summer to an entire academic year. Students can choose to live with host families, among foreign students, or surrounded by other Americans. A number of programs are offered and scholarships and financial aid may also be available. Students can [view programs and apply online](#). Regis also offers faculty-led programs during winter and spring breaks and right after the spring semester when students can get an international experience with other Regis students and faculty. These programs coincide with a Regis course during the semester, and the time abroad typically ranges from 7 to 14 days.

Students interested in education abroad must consult with the director of the Center for Global Connections for information on approved programs and procedures.

Students must have a minimum GPA of 2.75, be on good academic and financial standing, and not be on disciplinary probation. Prior conduct violations may prevent study abroad approval. All non-Regis courses must be approved prior to study abroad travel. Grades achieved for non-Regis courses must be C or better.

The Center for Global Connections is located in College Hall 207 and can be reached by calling 781.768.7843.

### **Policy on the Integration of Graduate Courses**

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

## **Procedures and Student Qualifications for Taking Graduate Courses**

Undergraduate students holding junior or senior status with an overall GPA of at least 3.0 may seek permission to enroll in a graduate course (maximum of three graduate courses total, two courses may be taken per semester). The qualified student must meet with the appropriate graduate program director and undergraduate advisor. With the written approval of both, the student may enroll in the specified graduate 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 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.

## **Division of Undergraduate Student Affairs**

The Division of Undergraduate Student Affairs is comprised of the following units: Department of Student Affairs, Department of Academic Support Services, and Department of Athletics. The Associate Vice President of Undergraduate Student Affairs oversees the division.

### **Student Life**

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

of Undergraduate Student Affairs and Enrollment updates, please follow us on Twitter @RegisLife\_MA or Instagram @RegisLife\_MA.

### **Residential Living**

The Office of Residence Life is committed to fostering the development of all residential students as they engage as members of the Regis community. We seek to provide a safe and inclusive environment in which all are welcome without distinction.

By living on campus, students will gain skills of communication, relationship building, and stewardship that will serve them in life beyond Regis. We are dedicated to the growth and development of the whole person in the context of the mission of Regis and the charism of the Sisters of St. Joseph of Boston.

### **Residence Life Staff**

The Office of Residence Life is dedicated to helping students grow intellectually and socially to prepare them for a world that is both challenging and rewarding. They are responsible for fostering a community that is safe and inclusive to all members. This is done through programming, relationship building, policy implementation, and facilities maintenance.

A professional staff member manages each residence area: Domitilla Hall, College Hall, Angela Hall, and Maria/St. Joseph Halls. The staff member lives within his or her assigned residence hall and is responsible for the supervision of the resident assistant (RA) staff. The Residence Life staff is a great resource to students who have questions about their room, roommate, campus policies, the community, or Regis itself.

As members of the Residence Life Staff, RAs are the first, and often best, individuals to turn to with a question. An RA lives on each floor or wing and is available to discuss personal and interpersonal conflicts, to refer students to resource persons, to help develop residence hall programs and to work closely with the professional staff member in the administration of the residence hall. RAs are on duty at night in the residence halls to serve as a resource and address concerns that may arise.

Students may access housing information using the online Adirondack Housing Portal at [www.regiscollege.edu/reslife](http://www.regiscollege.edu/reslife).

### **Commuter Student Services**

Regis provides an abundance of activities and support services for commuter students. The Center for Student Engagement plans social events and hosts a series of commuter luncheons throughout the year. Student lounge space can be found in the College Hall Foyer. Mailboxes are available to commuting students in the campus post office. Many commuters use the Regis shuttle, which provides regular transportation to Riverside Station and other scheduled destinations in the area. A "[Ride Systems](#)" app is available to track where the Regis shuttle is through a GPS tracking device installed on the shuttle. Commuters are encouraged to take advantage of all that Regis has to offer.

### **Center for Ministry and Service**

While preserving the rich Catholic heritage of Regis, rooted in the tradition of the Sisters of St. Joseph of Boston, the Center for Ministry and Service is invested in the

spiritual development of all students and offers programs that foster student growth in faith, self-awareness, and service to others.

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

Along with student leaders, the Center for Ministry and Service provides opportunities for students to engage in community service, both locally and internationally. In the Center for Ministry and Service, students are able to explore deeper relationships with themselves, others and God, in an atmosphere of inclusion, respect, and acceptance. The Center is located in St. Joseph Hall, Room 4.

### **Office of Student Conduct**

The Office of Student Conduct is centered on student learning through promotion of responsible and ethical behavior consistent with the Regis Student Code of Conduct, the Regis Mission and the Charism of the Sisters of St. Joseph of Boston. The Office of Student Conduct is committed to maintaining a community that is safe, secure and respectful of all without distinction. In addition, the office oversees the vast majority of sexual violence prevention education on campus. Students who feel they have been impacted by sexual violence may access the Office of Student Conduct for resources. To contact the Office of Student Conduct, please call 781.768.7535 or email [student.affairs@regiscollege.edu](mailto:student.affairs@regiscollege.edu).

### **Regis Statement on Sexual Violence and Title IX Resources**

Regis is committed to creating and maintaining a community where all individuals - whether student, teacher, administrator or staff member - can work and learn together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Consequently, Regis prohibits all forms of sexual misconduct (including sexual harassment, sexual assault, and sexual exploitation), domestic violence, dating violence, stalking, and gender discrimination. As such, Regis will uphold and comply with all federal, state, and local laws regarding sexual misconduct and gender discrimination.

Upon receipt of a report of sexual misconduct, domestic violence, dating violence, stalking or gender discrimination, Regis will conduct an investigation and, where appropriate, adjudicate alleged student violations through the Title IX Investigation Process outlined below. The Office of Human Resources will investigate reports involving Regis employees.

The Office of Student Affairs and the Office of Human Resources will jointly investigate reports involving both students and employees. Regis disciplinary action against students or employees is separate from any criminal or civil proceeding.

For more information contact:

Adam Thrasher, Title IX Coordinator

781.768.7369 | [adam.thrasher@regiscollege.edu](mailto:adam.thrasher@regiscollege.edu)

Bridget Buoniconti, Title IX Deputy Coordinator

781.768.7508 | [mailto:bridget.buoniconti@regiscollege.edu](mailto:mailto:bridget.buoniconti@regiscollege.edu)

## **Sexual Harassment Grievance Procedures – Title IX**

Consistent with its institutional mission and as required by Title IX, Regis does not discriminate on the basis of sex in its educational programs or activities. Any inquiries about Title IX may be referred to the Regis College Title IX Coordinator or the U.S.

Department of Education using the contact information below:

Regis College Title IX Coordinator:

[Adam Thrasher](#)

Regis College

235 Wellesley Street

College Hall 201

Weston, MA 02493

781.768.7369

[adam.thrasher@regiscollege.edu](mailto:adam.thrasher@regiscollege.edu)

U.S. Department of Education - Office for Civil Rights Boston Office

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

617.289.0111

617.289.0150 (fax)

[OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

## **Social, Cultural, and Service Programs**

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

The Sisters of St. Joseph practice the principle of serving the dear neighbor by serving the community, caring for those in need, and by promoting the spirit of welcoming all. This principle of serving the dear neighbor is woven into the fabric of



the community and informs the Regis commitment to social justice, civic engagement, and community service. Guided by these values, Regis students, faculty, and staff organize and participate in a wide variety of community service and service-learning projects, both locally and globally.

### **Center for Student Engagement**

Get involved! Whether organizing an alternative spring break service program or introducing students to the myriad cultural and social opportunities in greater Boston, the Center for Student Engagement strives to develop student leaders who serve and enhance their community. The Center 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.

### **Regis Student Organizations**

Listed below are just some of the many ways for students to become involved in the Regis community. If you are interested in starting a new club or organization, stop by the Center for Student Engagement in the Lower Student Center, Room 111 to get into contact with club leaders.

African Student Association  
American Medical Student Association  
American Sign Language Club  
Among Us Club  
Anime Club  
Asian American Appreciation Club  
B-Ace Soul  
Black Student Union  
Best Buddies  
Coalition of Veterans & Families  
Creative Arts Club  
Dance Company  
Dental Hygiene Student Association  
Gender and Sexuality Alliance  
Glee Singers  
Graduate Student Nursing Association  
Haitian American Student Association  
Hemetera Literary Magazine  
Intramurals  
Latin-Xcellence  
Martial Arts Club  
Pride of Christ

Recreational Therapy Club  
Regis Herald  
Serving the Dear Neighbor  
Social Work Club  
Student Athlete Advisory Committee  
Student Government Association  
Student Nursing Association  
Students of Caribbean Ancestry  
Student Occupational Therapy Association  
Theatre Club  
Triathlon Club  
Video Game Club  
Yearbook

### **Regis Bystander Committee**

The mission of the Bystander Intervention Committee is to educate the Regis community to issues of sexual assault and gender misconduct. Through programming, internal and external partnerships, social media engagement, and educational training, the team seeks to equip students, faculty, and staff with the tools to safely intervene as pro-social bystanders. The goal of the committee is to make all members of the community feel safe and valued, which is reflective of the tenets of the Sisters of Saint Joseph of Boston.

For more information contact:

Adam Thrasher, Title IX Coordinator

781.768.7369 | [adam.thrasher@regiscollege.edu](mailto:adam.thrasher@regiscollege.edu)

Ryan Moran, Bystander Committee Chair

781.768.7452 | [ryan.moran@regiscollege.edu](mailto:ryan.moran@regiscollege.edu)

### **Athletic Programs**

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

Men's Intercollegiate Varsity Teams

- Basketball
- Cross Country
- Lacrosse
- Soccer
- Swimming and Diving
- Tennis
- Track and Field (Indoor and Outdoor)
- Volleyball

#### Women's Intercollegiate Varsity Teams:

- Basketball
- Cross Country
- Field hockey
- Lacrosse
- Soccer
- Softball
- Swimming and Diving
- Tennis
- Track and Field (Indoor and Outdoor)
- Volleyball

Regis is a member of the NCAA Division III, Great Northeast Athletic Conference (GNAC), and competes in the championships sponsored by those organizations. In addition to intercollegiate varsity sports, intramural activities include competition in basketball, volleyball, dodgeball, and flag football. For those interested in less competitive activity, the athletic facilities are available seven days a week for recreational use (as the schedule permits). Within the Athletic Facility, the Mary Carr Simeone Fitness Center provides a full range of cardiovascular machines—treadmills, steppers, bicycles, rowing ergometers, and elliptical trainers—as well as free weights and Cybex equipment available for use by all members of the Regis community.

## **Undergraduate Programs General Information**

### **Associate Degree Requirements**

In partnership with Lawrence Memorial Hospital, Regis awards an associate of science degree in nursing and in radiography. For detailed information about these programs, see the Lawrence Memorial/Regis College (LM/RC) website, visit [www.lmregis.org](http://www.lmregis.org). Application to these programs must be made to LM/RC and requires submission of an application and required materials on the appropriate LM/RC application.

### **Baccalaureate Degree Requirements**

Regis offers a baccalaureate program of study leading to the bachelor of art degree, bachelor of science degree, and bachelor of social work degree. Most students complete the degree in four years. The baccalaureate degree is conferred upon candidates who have satisfactorily completed a minimum of 120 semester credit hours, with a cumulative grade point average of at least 2.00 and who have completed the requirements for a major field, as well as the core curriculum requirements. Certain programs, such as Nursing, Nuclear Medicine Technology, Social Work, Sonography, and Elementary and Secondary Teaching Licensure Programs, require the student to earn a higher GPA and more than 120 credit hours.

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

### **Eligibility to Participate in Commencement**

Undergraduate students who are in good academic standing but who will not be able to fulfill all degree completion requirements by the annual May Commencement ceremony may be eligible to “walk” at this ceremony if they can provide evidence to the registrar and their academic advisor that they have no more than two courses to complete toward degree completion, and that this outstanding coursework can be successfully completed during the summer immediately following Commencement.

Graduate and Doctoral students in good academic standing but who will not be able to fulfill all degree completion requirements by the annual May Commencement ceremony may be eligible to “walk” at this ceremony if they can provide evidence to the registrar and their academic advisor that they have no more than one course to complete toward degree completion, and that this outstanding coursework can be successfully completed during the summer immediately following Commencement. Students enrolled in our Online Program are eligible to participate at Commencement if they can successfully complete all requirements by August of the same year.

All students receive only a diploma case at Commencement. December 31<sup>st</sup> graduates of the previous year, May, and August 31<sup>st</sup> graduates are listed in the Commencement program.

### **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.

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

seminar classes. These meetings are designed to stimulate creative thinking, analysis, and synthesis through discussion. Regis requires the student to take up to two upper-level seminars in the major. Students must submit a Change or Declare Major or Minor Form located in SPIKE if they wish to change their 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.

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.

Students must submit a Change or Declare Major or Minor Form located in SPIKE if they wish to add or change their minor.

## **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.

## **Heritage and Foundation**

**FIRST YEAR SEMINAR:** RC 101 (fall semester)

Learning Outcome: Students will demonstrate an understanding of the values of the Congregation of the Sisters of Saint Joseph of Boston and engage in activities to practice these values.

**MATHEMATICS:** One of the following: MA 101A, MA 101B, MA 104, MA 106, MA 210, MA 212, MA 220, QR 103F, QR103P, QR103S, QR 105

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

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

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

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

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

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

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

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

**ETHICAL REASONING AND ANALYSIS:** ID 304 Exploring Ethics, BI 401 (Science majors only), DH 206 (Dental Hygiene majors only), or RS 305/551

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

### **Contemporary World and Self**

**HISTORY:** One of the following: HI 103, HI 104, HI 107, HI 108, HI 111, HI 112, HI 200, HI 211, HI 290, HI 307, HI 310, HI 354, HI 379.

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

**LITERATURE:** One of the following: EN 204, EN 205, EN 206, EN 211, EN 218, EN 222, EN 224, EN 228, EN 229, EN 233, EN 303, EN 304/TH 304\, EN 311A, EN 320, EN 325/ SP 325, ID 220/SP 320, SP 250, SP 307, SP 308, SP 311, SP 312, SP 314, SP 318,.

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

(Note: nursing majors choose either a course in history or a course in literature.)



**SOCIAL SCIENCES:** One of the following: CO 206, CO 209, EC 208, HFS 150, ID 214, ID 230, MT 203, PBH 200, PO 210, PO 211, PO 230.

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

AND

One of the following: CO 203, CO 204, ED 100, ID 110, ID 116, LG 201, MI 408, MT 204, PBH103, PO 231, SW 202, SO 201, SO 213, THR 200, WS 201.

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

**NATURAL SCIENCES:** One of the following: BI 104, BI 108, CH 103, ID 224A, NEU 201, PS 203 or PY 101.

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

AND

One of the following: BI 103, BI 105, BI 203, CH 101, CH 104, CH 105, CS 104, ID 224B, ID 236, PS 204A.

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

**EXPRESSIVE ARTS:** One of the following: AH 201, AH 304, AH 306, AH 307, AH 313, AR 221, AR 222, CO 208/ID 209, CO 221, CO 222/ ID 221, CO 240/ID 241, DA 201, DA 204, EN 209A, EN 210, EN 230, EN 303, EN 334, GD 241, GD 347, IT 101, IT 102, MU 208, MU 215, MU 218, three semesters of Chamber Singers (MU 320), three semesters of Glee Singers (MU 315), three semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, SP 101, SP 102, SP 200, SP 201, SP 202, SP 300, TH 201, TH 203, TH 207, TH 208/MU 308

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

## **Application and Integration**

### **The Core Capstone Experience**

Creation of an electronic portfolio during the senior year

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

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

## **FIRST-YEAR SEMINAR**

Erin Wisniewski and Jennifer Krusinger, Program Co-Directors

The Regis First-Year Seminar course (RC 101) is a signature component of a Regis education and a cornerstone for advanced study. The Seminar is a multi-section course with a common syllabus and common co-curricular activities that involve all first-year students and select Regis faculty. It meets twice a week during the fall semester for one hour and fifteen minutes and receives three credits. The course serves as an introduction to the values and world view of the Sisters of St. Joseph, the founders of Regis. This investigation includes an engagement with aspects of the Catholic intellectual tradition and Catholic social teaching.

Through a variety of methods, first-year students gain an understanding of, and appreciation for, the guiding principles of Regis. In addition, students gain skills in accessing campus resources and in meeting the requirements of their degrees.

## **CO-CURRICULAR LEARNING**

### **Overview**

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

A student can take no more than two (2) co-curricular learning courses and earn no more than three (3) co-curricular learning credits in any academic term (semester). Co-curricular learning credits earned in an academic term will be used to help determine student status, academic standing, and financial aid eligibility.

Co-curricular learning credits cannot be used to replace any of the course requirements of the Core Curriculum. No more than four (4) co-curricular learning credits may be used by an undergraduate student as general elective credit towards degree completion requirements. Co-curricular course completion and award of credit will be determined using the pass/no pass evaluation method.

## Co-Curricular Course Descriptions

### CC 100 Peer and Team Leadership

This course connects academic and co-curricular learning through a leadership field experience in a co-curricular program. Students in this course will examine the leadership principles, student development theories, and communication strategies necessary to serve as an effective peer and team leader. In this learning community, students will also develop a deeper appreciation for the Regis College experience, understand the importance of leadership and peer mentoring, and learn about the available resources and services offered on campus. As a culminating co-curricular leadership experience, course participants will serve as peer mentors and leaders in a co-curricular program (e.g., orientation leader, athletic team captain, PRIDE scholar mentor, etc.) putting into practice the leadership, student development, and communication theories and principles learned in the course.

### CC 101 Community Leadership Development

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

### CC 102 Leadership for Social Change

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

### CC 103 Principles of Health and Wellness

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

## CC 104 Hashtag Social Media

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

## CC 105 Hot Topics & the Art of Civil Discourse

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

## CC 106 Studies in Inclusive Excellence: Disability and Society

This 1-credit course explores topics relating to disability and encourages student reflection on their personal connections to these issues. Students will learn the history of disability rights in the United States and be able to identify key issues regarding social justice in the context of disability.

Through experiential learning opportunities, readings, guest presenters, and various assignments and projects, students will have the opportunity to interact with disability culture in new ways.

## CC-109 Pre-Med/Dental/Vet 101

This is an introductory course for incoming pre-medicine/dental/veterinary track students. Students will learn about the pre-health path and graduate curriculums for medical, dental, and veterinary graduate programs. The many possible career paths in medicine and elements that interact with healthcare delivery and related systems will be covered. Students will be required to self-reflect on their professional and personal development while getting to know the resources available to them.

Students will participate in co-curricular events and volunteer opportunities during the semester.

#### CC 110A Science Achievement Mentors

This one-semester, one-credit course is part of a sequence. The continuation of this course is CC 110B offered in the second semester. Students must take both courses. This course is designed for upperclassmen STEM students and Education concentration students to serve as mentors in order to guide fourth and fifth grade students from the Weston Public Schools, who are underperforming in science, through instruction in the scientific method and encouragement of its applications while fostering their curiosity and improving their academic achievement in the sciences. Mentors will participate in workshops conducted by the Science Discovery Museum and Massachusetts Audubon Society in order to implement age-appropriate lessons and lab activities which will foster the exploration of scientific interest by conducting investigations to prepare for a science fair type of project and presentation for families, classmates and the College community.

#### CC 110B Science Achievement Mentors

This one-semester, one-credit course is part of a sequence. It is a continuation of CC 110A Science Achievement Mentors. Students must take both courses. It is designed for upper classmen STEM students and Education concentration students to serve as mentors in order to guide fourth and fifth grade students from the Weston Public Schools, who are underperforming in science, through instruction in the scientific method and encouragement of its applications while fostering their curiosity and improving their academic achievement in the sciences. Mentors will participate in workshops conducted by the Science Discovery Museum and Massachusetts Audubon Society in order to implement age-appropriate lessons and lab activities which will foster the exploration of scientific interest by conducting investigations to prepare for a science fair type of project and presentation for families, classmates and the College community. Prerequisite: CC 110A

#### CC 200 Regis School of Rock

Regis School of Rock offers the unique experience of learning about the history of rock music with instruments in hand. Rather than learning from a text, these students will learn by doing. This is the perfect venue for students with a desire to learn music, to improve their skills, or to play in a group setting but don't have the time to participate fully in one of our formal ensembles. By the end of the semester students will not only recognize the forms and styles of rock music, they will also have written and performed a song as well as played music in a band setting. No music background and no personal instruments are needed. It is recommended that this be taken as a lab in conjunction with MU 208 History of Rock and Roll; however, students are free to take either one independently. Students need to take 3

semesters of this course in order to earn credit for the Expressive Arts Core Requirement.

### CC 202 Taking Leadership to the Next Level

This 1-credit co-curricular course is designed to give seasoned student leaders an opportunity to enhance and improve their leadership skills and take them to the next level. Students will dive deeper into topics such as emotional intelligence, cultural competency, equity literacy, interpersonal communication, problem solving, and the ethics of leadership for use at Regis and beyond. The course will culminate with a student-led co-curricular initiative that puts into practice the leadership skills learned in the course and reflects the values of the Sisters of Saint Joseph of Boston.

### CC 207 Basic Principles of Complementary and Alternative Therapies

This self-care course explores topics on the various types of Complementary and Alternative therapies (CAM) providing students with a basic knowledge of natural and holistic practices, as well as the mind/body connection to health and wellbeing. Students will examine current information and research in the areas of Reiki healing, Massage therapy, Polarity Energy work, Cranial Sacral Therapy, Yoga, Meditation, Acupuncture and Holistic Nutrition. Students will learn strategies for incorporating CAM therapies into daily living promoting well-balanced, healthy, proactive lifestyles. As a culminating co-curricular experience, course participants will assist with the annual Holistic Health Fair, as well as stress reduction awareness weeks during midterms and finals.

## THE SCHOOL OF ARTS AND SCIENCES

### EDUCATION

Rebecca Putnam, Program Director

#### Teaching Training

Students may elect to participate in a licensure early childhood program, elementary education program, secondary level in the content areas of history or English, or a non-licensure program.

#### Admission to Licensure Programs

Admission to licensure programs begins with a Field Experience in Education, which is completed during the spring semester as part of ED 101 A/B. This experience requires the student to spend 10 hours in a school setting, to complete required



paperwork, and to participate in an interview with the course instructor following the experience. Formal acceptance into the program occurs in the second semester of the second year, contingent upon maintaining a minimum grade point average of 2.7. It is recommended that students begin taking the Massachusetts Test for Educator Licensure (MTEL) in the second year of the program. In addition, the candidate must receive formal recommendations from the Department of Education advisor.

### **Retention in Licensure Programs**

To be considered a member of the teacher education program, a student must meet program requirements. These include:

1. maintaining a minimum grade point average of 2.7 each semester (if the GPA is less than 2.7 in a semester, the student has one semester to raise it to the required standard);
2. receiving an initial recommendation from their advisor in the Department of Education in the second semester of the second year;
3. meeting with their advisor in the Education Program each semester;
4. and receiving a recommendation from their advisor in the Department of Education prior to placement for student teaching.

NOTE: In order to apply for licensure, all required MTEL exams must be successfully passed.

### **Student Learning Outcomes for Education**

- Teacher candidates are knowledgeable about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom settings.
- Teacher candidates demonstrate the ability to synthesize theory and practice in both college and PK-12 classroom setting.
- Teacher candidates are able to create an environment where diversity is valued, where support and challenge are consistent expectations, and where collaboration in creating a community of learners is the norm.

### **Requirements for Early Childhood Licensure**

In conjunction with a dual major in Interdisciplinary Studies in the Humanities with a field of study in Teaching for the 21<sup>st</sup> Century or Psychology

ED 100, ED 101A, ED 202, ED 207, ED 208, ED 308, ED 323, ED 206, PS 203, PS 307, ED 325, ED 327, ED 350, ED 401S, ED 401P; additional content courses are required, please refer to curriculum map

## **Requirements for Elementary Licensure**

In conjunction with a dual major in Interdisciplinary Studies in the Humanities with a field of study in Teaching for the 21<sup>st</sup> Century or English

ED 100, ED 101A, ED 202, ED 207, ED 208, ED 308, ED 323, ID 208, PS 203, PS 307, ED 325, ED 327, ED 350, ED 401S, ED 401P; additional content courses are required, please refer to curriculum map

## **Requirements for Secondary Education Licensure**

In conjunction with a dual major in history or English through the liberal arts: Teacher of the Humanities [see Interdisciplinary Studies in the Humanities] for Secondary School

ED 100, ED 101B, ED 205, ED 306, ED 308, ED 323, PS 203 PS 310, ED 325, ED 350, ED 403S, ED 403P; additional content courses are required, please refer to curriculum map

## **Requirements for Early Childhood Non-Licensure**

ED 100, ED 101A, PS 307, ED 206, ED 207, ED 208, ED 220, ED 225, ED 312, PS 314A, ED 399A, ED 400

General non-licensure programs can be coordinated with a variety of majors at the discretion of the undergraduate program director in conjunction with the students' career plans.

## **4+1 Master of Education in Teaching Special Education**

Qualified undergraduate students with a GPA of 3.0 or higher may begin taking graduate courses in the MEd in Teaching Special Education program during the second semester of their junior year. Students should follow a fifth-year curriculum plan, 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 form and secure signatures from a faculty advisor, the graduate program director, and the graduate admissions director. The completed form must be returned to the Office of Graduate Affairs.

Pre-identified master level courses for Early Childhood, Elementary, Secondary History, and Secondary English licensed and/or non-licensed programs are ED 515 (in lieu of ED 308), ED 518 (in lieu of ED 312), and ED 523 (in lieu of ED 323).

## **MTEL Tutorial Courses**

ED 107 MTEL: Communications & Literacy: Writing Subtest

ED 108 MTEL: Communications & Literacy: Reading Subtest

ED 109 MTEL: English Lit: Subtest

ED 110 MTEL: Foundations of Reading  
ED 111 MTEL: General Curriculum  
ED 112 MTEL: English as a Second Language

## **Course Descriptions**

### ED 100 Teaching and Learning Today

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

### ED 101A Educational Psychology

This course is designed primarily for students who are preparing to teach at the early childhood (Pre-K–2) or elementary level (grades 1–6); however, students who are pursuing a major related to human development services will find this course beneficial as well. The focus of the course is the application of major theories of psychology that relate to education and classroom practices. A field placement, which can be completed over winter or spring break is included in this course. Emphasis will be placed on, but not limited to, the early childhood/elementary school environment.

### ED 101B Educational Psychology

This course is designed primarily for students who are preparing to teach at the secondary level (grades 8–12); however, students who are pursuing a major related to human development services will find this course beneficial as well. The focus of the course is the application of major theories of psychology that relate to education and classroom practices. A field placement, which can be completed over winter or spring break is included in this course. Emphasis will be placed on, but not limited to, the secondary school environment.

### ED 107 MTEL Communication & Literacy: Writing Subtest

This course is designed to provide Education Licensure-seeking students with the skills to pass the MTEL Communication & Literacy exam. Through practice tests, drills, class discussions, and short writing assignments, students will learn the expectations and best practices for approaching the test. This course specifically addresses the Writing Subtest, focusing on grammar, usage, organization, and development of ideas.

## ED 108 MTEL Communication & Literacy: Reading Subtest

This course is designed to provide Education Licensure-seeking students with the skills to pass the MTEL Communication & Literacy exam. Through practice tests, drills, class discussions, and short writing assignments, students will learn the expectations and best practices for approaching the test. This course specifically addresses the Reading Subtest, focusing on identifying main ideas, inferring authorial meaning, and assessing the organization and rhetorical strategies within written passages.

## ED 109 MTEL: English Lit: Subtest

This course is designed to familiarize students with the content and structure of the MTEL English (07) Exam. We will complete and carefully discuss a variety of test prep material, as well as study the major authors and works that are most likely to appear on the exam. We will also review best practices for composing a short/compact argument-based analysis of a piece of literature, in preparation for the written portion of the test.

## ED 110 MTEL: Foundations of Reading

This is a condensed course designed to familiarize students with the content, structure, and key vocabulary of the MTEL Foundations of Reading (190) Exam. The focus of this course will be to review content and best practices in foundational reading skills, reading development, reading comprehension, and assessment and instruction. Various test preparation materials will be utilized in order to prepare students to respond to content questions on the assessment, and craft well-developed open-responses.

## ED 111 MTEL: General Curriculum

This is a condensed one-credit course designed to familiarize students with the content, structure, and key vocabulary of the MTEL General Curriculum Multi-Subject (03) Exam. The foci of this course will be to analyze Language Arts, break down History and Social Sciences, and examine content in Science and Technology. Different materials will be utilized to prepare students for test questions on the assessment.

## ED 112 MTEL: English as a Second Language

This is a condensed one-credit course designed to familiarize students with the content, structure, and key vocabulary of the English as a Second Language MTEL (54) Exam. The foci of this course will be to analyze foundations of second-language

acquisition, break down second-language and content learning, and integrate knowledge and understanding. Different materials will be utilized to prepare students for test questions on the assessment.

#### ED 202 Early Childhood/Elementary School Mathematics: Curriculum

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

#### ED 205 Principles and Methods of Secondary Education

This course serves as an introduction to the modern secondary school. Emphasis is placed on the secondary school teacher (grades 5-12), the adolescent student, schoolclimate, principles of teaching, and general techniques of teaching. It is taught in collaboration with cooperating practitioners and major programs. Emphasis is placed on student participation through illustration/demonstration. Prerequisites: ED 101B.

#### ED 206 Early Childhood Education: Curriculum Areas

This course serves as an overview of the curriculum/methods/materials involved in early childhood education. Key topics include: understanding the interaction of developmental theory and teaching strategy, creating developmentally appropriate curricula, and assessing young children's learning. Curriculum areas include: art, music, emergent literacy, mathematics, literature, and natural and social sciences. This course requires 10 hours of pre-practicum experience at the Regis Children's Center.

#### ED 207 Early Childhood/Elementary School Mathematics: Instruction

This course is designed to provide the prospective early childhood/elementary school teacher with a foundation in the concepts of mathematics as they relate to the curriculum of grades one through six. Emphasis is placed on understanding computation, problem-solving concepts and techniques, cooperative learning, technology, and the use of manipulatives. Connections to the Curriculum Frameworks of the Commonwealth of Massachusetts and the Standards of the National Council of Teachers of Mathematics are highlighted. Recognition of special needs and strategies for addressing them are included. This course requires 10 hours of pre-practicum experience.

## ED 208 Children's Literature

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

## ED 220 Classroom Behavior Management

This course is designed for PK-6 educators to create and sustain positive classroom management techniques and environments that meet the needs of all children. Theoretical models of behavior management and practical applications will be explored as students develop proactive, effective approaches to guiding children's behaviors.

## ED 225 Administration and Supervision of Early Childhood Programs

This course introduces students to the management and operation of early childhood programs. Specific focus will be placed on the regulations, staff supervision, leadership, and communication and policy issues. Emphasis will be placed on gaining knowledge, skills and resources in the area of early childhood administration and leadership characteristics that are essential in establishing a successful career in early childhood management.

## ED 306 Instructional Strategies in Specific Subjects Offered in Secondary School

This course is designed to enable the student to apply general principles and methods of education to specific subject areas in secondary schools. Competencies, strategies, and techniques of teaching are studied as they relate to a particular discipline; therefore, the course is taught in collaboration with the major programs and cooperating practitioners. Emphasis is placed on student participation through illustration/demonstration. A pre-practicum experience is required and is integrated into the work of this course. Prerequisites: ED 101B and ED 205

## ED 308 Educating Children with Special Needs in the Regular Classroom

This course will focus on the characteristics and instructional implications of moderately and severely disabling conditions found in regular classroom settings K-12. It will also focus on culturally and linguistically diverse children with exceptionalities and on the gifted population. Emphasis is on the recognition or identification of these students by the regular classroom teacher and strategies utilized to challenge them in the educational setting. A pre-practicum experience is required.



### ED 309 Infant and Toddler: Curriculum and Care

This course focuses on the care and curriculum components required for educating infants and toddlers in group settings. Focusing on children birth to 2.9 years of age, each domain of learning will be analyzed for developmental characteristics. The basis for planning appropriate learning experiences, organizing the physical environment and care components will be addressed through each of the developmental stages.

### ED 312 Literacy Development Including Special Needs

This course addresses the significant theories, approaches, instructional practices, and programs for developing reading and writing 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 and writing 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 315 Content Area Reading Instruction: Secondary School

This course is designed to develop understanding of literacy teaching and learning for students in middle and secondary school programs. The course will focus on increasing student performance in content areas by understanding and utilizing successful research-based teaching strategies and focusing on current methods, theories, materials, and assessments used in content literacy instruction.

Prerequisites: EN 105 and EN 106

### ED 323 Sheltered English Immersion Teaching

This course is designed to prepare teachers for the individuality of English language learners, including social and cultural considerations, second language acquisition processes, and English language arts and literacy development in the Pre K-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards, and envelops best practice in the field of ELL instruction. A field-based experience is required.

Note: Successful completion of this course leads to SEI endorsement through the Massachusetts Department of Elementary and Secondary Education ONLY if successfully completed as part of the undergraduate program; this is NOT a stand-alone endorsement course.

## ED 325 Teaching Social Studies Methods

Strategies, techniques, and elements of motivating approaches to teaching social studies in diverse classrooms is the focus of the course. This course will also develop the students' understanding of the physical and political geography of the United States and the world. Critical thinking and literacy practices will shape the development of lesson plans that will be implemented in a minimum of 10 pre-practicum hours.

## ED 327 Teaching STEM Methods, Early Childhood & Elementary

This course will provide an overview of the methods and materials involved in integrating STEM into practice across disciplines at the early childhood and elementary education levels. The concepts mastered in ID 224A, ID 224B, and ED 202 are applied in a learn-plan-implement model. Universal Design of Learning (UDL) methods will be incorporated to motivate students to participate in problem and project-based learning activities and then design STEM activities to be implemented during community based experiential experiences. 10 pre-practicum hours are required for this course.

## ED 350 Pre-Practicum

In this course students complete a minimum of 150 hours of supervised pre-practicum hours in a classroom setting. Students observe and actively participate in the classroom setting taking on the responsibilities, behaviors, and attitudes of a classroom teacher while further developing problem solving skills and reflective self-evaluation skills. A weekly seminar provides opportunities for discussion of pre-practicum related issues. Placements are assigned by the Student Teaching Placement Supervisor based on licensure area.

## ED 399A Early Childhood Practicum / Seminar

This course is an Early Childhood practicum where the student will apply knowledge of children, curriculum, and a child's social environment in a children's center. This practicum is the time to merge theory and practice. The student will spend 150 hours in an early childhood center and assume the responsibilities of a teacher. The student will work under the direction of a lead teacher and will be supervised by a faculty member in the Early Childhood program at the institution.

## ED 400 Lead Teacher Practicum

This course is a continuation of the two-day-a-week practicum (a minimum of 150 hours) in a center for preschool children. The practicum is supervised by a faculty member in the Early Childhood program at the institution and under the direction of an individual with at least lead teacher qualifications.

### ED 401S Student Teaching: Early Childhood/Elementary

This course is composed of a full-time student teaching experience in a school and requires a minimum of 350 hours. Prerequisites: ED 100, ED 101A, ED 202, ED 207, ED208, ED 308, ED 206 or ID 208, ED 325, ED 327, ED 350 and PS 307

### ED 401P Student Teaching Seminar

This course is a weekly seminar, taken in conjunction with Student Teaching (ED 401),examining curriculum, instruction, and human behavior in PK12 classrooms.

### ED 403S Student Teaching: Secondary

This course consists of a full-time teaching experience in a school and requires a minimum of 350 hours. Prerequisites: ED 100, ED 101B, ED 205, ED 306, ED 308, ED 325, ED 350 and PS 310

### ED 403P Student Teaching Seminar

This course is a weekly seminar, taken in conjunction with Student Teaching (ED 403),examining curriculum, instruction, and human behavior in PK12 classrooms.

### ED 415 Culturally Responsive Teaching Methods

This course aims to introduce students to theory, research, and practice of culturally responsive teaching. Through the exploration of culture, equity, and access students will examine the current educational system, historical and current perspectives, and family and community engagement in school settings. Students will utilize the MA frameworks in order to focus on developing meaningful relationships and responsive classroom management as they write lesson plans.

### ID 208 Integrating the Elementary Curriculum

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

# HUMANITIES

Jason Clemence, Department Chair; Sister Carmela Abbruzzese; Douglas Anderson; Ernest Collamati; Joseph Draper; Kathryn Edney; Jonathan Fitzgerald; Edward Hunt; Bernard Jackson; Heather Josselyn-Cranson; Julia Lisella; Joyce McNickles; Nicholas Opanasets; Lucia Ortiz; Nicoletta Pellegrino; Kreg Segall; Lisa Theriault; Rebecca Williams

The Department of Humanities offers majors in: criminal justice, English, and interdisciplinary studies in the humanities with specializations in history and culture; politics and global studies; medical humanities; religious studies and philosophy; creative and performing arts; literature and writing; media, memory and culture; teaching the humanities (with licensure in secondary education, history, or English); education in the 21st century (with licensure in elementary or early childhood education); and liberal arts.

## Majors

### Criminal Justice

The Criminal Justice major is designed to meet the following four goals: (1) to provide Regis College students with the opportunity for in-depth study in the field of criminal justice in preparation for a career or continued graduate studies; (2) to utilize the interdisciplinary contributions of units of the School of Arts and Sciences and other Schools at Regis College that are relevant to the study of criminal justice in the service of offering students a multi-faceted educational experience; (3) to offer a distinctive undergraduate curriculum that is theoretically-grounded, empirically-rigorous, and policy-oriented (i.e., that draws upon the evidence-based and problem-solving traditions of the field of criminal justice to address complex questions of crime causation, control, and prevention); and (4) to offer a criminal justice program emphasizing the important and transferrable skills afforded by the liberal arts tradition in both the School of Arts and Sciences and the major curriculum, including: critical thinking, written and verbal communication, research, and problem solving.

### Student Learning Outcomes for Criminal Justice

Students should be able to:

- Identify, evaluate, and apply criminological theories of crime to contemporary criminal behaviors occurring within the American criminal justice system
- Identify, explain, and apply the statutory material and fundamental principles of criminal law and criminal procedure utilized in the American criminal justice system to construct solutions to complex criminal justice problems.
- Apply social science research methods and evaluate corresponding data to identify timely criminal justice issues and generate appropriate resolutions.

- Identify and assess the background, responsibilities, policies, and procedures of criminal justice agencies currently operating at the Federal, State, and Local levels in the American criminal justice system.

The major in criminal justice consists of a total of sixteen courses.

### **Required for the Criminal Justice Major**

CJ 100, CJ 101, CJ 102, CJ 200, CJ 201, CJ 202, CJ 300, CJ 301, ID 309, CJ 402, CJ 413, PS 203, PS 204A, SO 201 and two additional course electives selected in consultation with the student's academic advisor

### **English Major**

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

### **Student Learning Outcomes for English**

Students should be able to:

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

### **Required for the English Major**

The English curriculum at Regis provides an open plan for flexibility and an opportunity for students to follow their interests in writing and literature. Students

should plan to take 30 credits plus a 3-credit internship (beyond EN 105 and EN 106, which is required of all Regis students) with the following guidelines:

- ID 234 Digital Scholarship
- EN 223 Rhetoric
- EN 211 Writing About Texts
- 9 credits chosen among 200-level EN courses\*
- at least 9 credits chosen among 300-level EN courses
- at least one 400-level EN course other than the internship course to serve as the major's capstone experience. Students will produce their Senior Portfolios within the first month of this course to be assessed by the faculty of the major.
- 1 internship experience + ID 413

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

- at least three "survey" courses chosen among EN 205 (offered fall odd years), EN 206 (offered spring even years), and EN 228 (offered fall even years), EN 229 (offered spring odd years);
- a Shakespeare course;
- one course in the history of the language (History of English or Chaucer will "count" for this requirement.)

Alternate courses may be chosen to fulfill this requirement in consultation with students' Education and Major advisors

### **Interdisciplinary Studies in the Humanities Major**

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

### **Student Learning Outcomes for Interdisciplinary Studies in the Humanities**

Students should be able to:

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



## Required for the Interdisciplinary Studies in the Humanities Major

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

1. EN 223 Rhetoric: The Art of Written Communication
2. ID 110 Exploring the Humanities
3. ID 234 Digital Scholarship
4. 24 credits (excluding courses applied to the core curriculum) in the interdisciplinary humanities as follows:
  - Students choose a primary field of study and develop a plan of study in consultation with their academic advisor based on career goals and interests.
  - At least 12 credits must be in a single field (primary field of study).
  - The remaining 12 credits must come from at least 2 supporting fields.
  - At least 18 credits must come from upper-division (300-400 level) courses.
  - At least one course should be designated as “experiential/integrative learning.”
  - At least two courses should be designated as “global.”
5. A capstone project/thesis-based course (HI 408 Vera Laska Colloquium)

Students take courses from the following fields (Please note that some interdisciplinary fields may require courses from more than one discipline; it is therefore very important that students work closely with their advisor to plan the best possible curriculum to suit the needs and interests of each student):

### History and Culture

Suggested courses (Alternate courses may be applied at the discretion of the advisor.): Any course in AH, HI, IT, or SP; any EN literature course; CO 332; DA 319; ID 110, ID 206, ID 209, ID 214, ID 219B, ID 220/SP 320, ID 222, ID 238, ID 240, ID 300, ID 344, ID 345; MS 201, MS 202; MU 208, MU 308, MU 318, MU 333; PG 100; PH 103, PH 201; PO 212, PO 303, PO 310, PO 311, PO 315, PO 317, PO 325, PO 331, PO 351; PS 301, PS 312; RS 201, RS 202, RS 206, RS 211, RS 304, RS 308, RS 309, RS 317; SO 201, SO 213, SO 303A, SO 335, SO 367; TH 203, TH 216, TH 327

### Politics and Global Studies

Suggested courses (Alternate courses may be applied at the discretion of the advisor.): Any course in PO, SO, or SP; AH 201; CJ 100, CJ 101, CJ 200, CJ 202; DA 319; EN 203, EN 211, EN 222, EN 224, EN 231, EN 304, EN 309, EN 335, EN 325, EN 330, EN 338, EN 348; HI 107, HI 108, HI 111, HI 112, HI 200, HI 340, HI 350,

HI 355; ID 214, ID 219B, ID 220/SP 320, ID 222, ID 238, ID 344, ID 345; MS 201, MS 202; MU 318; RS 206, RS 208; SP 314, SP 320; TH 216

## Medical Humanities

Required courses: MU 215, EN 329, EN 334, HI 288, ID 228, PBH 206, PBH 307 and one of the following language courses: PG 100, SP 100, SP 200, SP 300 or WL 100.<sup>1</sup> Suggested additional courses (Alternate courses may be applied at the discretion of the advisor): AR 310, DA 204, BI 302, EN 209A, EN 234, EN204, EC 326, HI 200, HI 354, ID 222, ID 230, ID 330, PO 345, PO 325, PBH 203, SO 205, SO 212, SO 213, SO303A, SO 355

## Philosophical and Religious Studies

Suggested courses (Alternate courses may be applied at the discretion of the advisor.): Any course in PH or RS; AH 306; EN 207, EN 224, EN 288B, EN 302A, EN 302B, EN 323A; EC 304; HI 107, HI 108, HI 301, HI 307, HI 322, HI 340, HI 402D; ID 214, ID 222, ID 238, ID 304, ID 330; PO 212, PO 231, PO 315, PO 325; SO 213, SO 335, SO 367; SP 250

## Creative and Performing Arts

Suggested courses (Alternate courses may be applied at the discretion of the advisor.): Any course in AH, AR, DA, GD, MU, TH; EN 209A, EN 210, EN 210B, EN 223, EN 227, EN 230, EN 231, EN 311A, EN 312A, EN 320, EN 326; HI 290, HI 311, HI 322, HI 379; MS 201, MS 202; MU 103, MU 104, MU 208, MU 308, MU 309, MU 215, MU 218, MU 300, MU 315, MU 320, MU 409; ID 107, ID 344, ID 345, ID 238; RS 110, RS 130; SP 307

## Literature and Writing

Suggested courses (Alternate courses may be applied at the discretion of the advisor in consultation with the Humanities department chair.): At least one foundations course (any 200 level EN course); at least one advanced EN literature course at 300 or 400 level; at least one advanced level (300) writing course such as EN 303, EN 328, EN 329, EN 334, and at least one course emphasizing global literature from among EN 204, EN 222, EN 224, EN 309, EN 325, EN 335

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<sup>1</sup> Student wishing to apply to medical school must work closely with the pre-med advisor to integrate the following classes to their course of study.

B	Introductory Biology	4	BI	Introductory Biology	4
I	I/Lab		10	II/Lab	
1			4		
0					
3					

M A 1 0 1 A	Pre-Calculus	3	MA 10 6	Calculus	3
C H 1 0 3	Chemical Structure & Reactions I/Lab	4	CH 10 4	Chemical Structure & Reactions II/Lab	4
C H 3 0 5	Organic Chemistry I/Lab	4	CH 30 6	Organic Chemistry II/Lab	4
P Y 2 1 3	General Physics I/Lab	4	PY 21 4	General Physics II/Lab	4
CH 315	Biochemistry I/Lab	4	BI-401	Bioethics	3

## Media, Memory, and Culture

Required Courses: ID/CO 244 and ID 240

Suggested courses (Choose two; alternatives may apply at the discretion of the advisor in consultation with the Humanities department chair.): EN 206, EN 211, EN 229, EN 306, CO 209, CO 303, CO 345, HI 354, MU 218, or any future offerings in Film Studies/Theory.

## Teaching the Humanities (with licensure in secondary education, history, or English)

Suggested courses: Students interested in teaching high school English and/or history are encouraged to take a variety of EN, HI, PO, and EC courses in addition to their ED courses; however, it is absolutely vital that students meet with their faculty advisors from BOTH the Humanities and Education Departments on a regular basis beginning as early in their college education as possible in order to adequately prepare for the MTEL exams.

## Teaching for the 21st Century (with licensure in elementary or early childhood education)

Suggested courses: Students who intend to become early childhood or elementary teachers are encouraged to take a variety of course in the humanities as well as the social and natural sciences in addition to their ED courses; however, it is absolutely

vital that students meet with their faculty advisors from BOTH the Humanities and Education Departments on a regular basis beginning as early in their college education as possible in order to adequately prepare for the MTEL exams.

### **Liberal Arts**

Suggested courses: Designed to provide a broad-based liberal arts education, liberal arts students are encouraged to take a range of courses from the humanities as well as the social and natural sciences. It is strongly recommended that students work closely with an advisor to create the most appropriately integrated and effective curriculum possible.

### **Global and Experiential/Integrative Learning Courses**

The following courses are designated as “experiential/integrative learning” courses (Alternate courses may be applied at the discretion of the Humanities department chair.): AR 409, AR 410, ED 401, EN 226 (3 times), EN 409, EN 410, GD 409, GD 410, HI 311, HI 409, HI 410, HI 412, ID 220/SP 320, ID 235 (3 times), ID 344, ID 345, ID 413, LG 409, MU 300 (3 times), MU 315 (3 times), MU 320 (3 times), PO 409, RS 280, SO 280, SP 250, SP 320, SP 409, SP 410, TH 311, TH 320, TH 322, TH 237

The following courses are designated as “global” courses (Alternate courses may be applied at the discretion of the Humanities department chair.):

AH 201, AH 303, AH 304, AH 306, AH 307, DA 319, EN 203, EN 211, EN 218, EN 221, EN 222, EN 224, EN 231, EN 309, EN 327, EN 335, EN 336, EN 348, CO 244/ID 244, FR 101, FR 102, GD 347, HI 107, HI 108, HI 111, HI 112, HI 200, HI 211, HI 322, HI 348, HI 350, HI 354, HI 355, HI 379, HI 402A, ID 219A, ID 219B, ID 220/SP 320, IT 101, IT 102, IT 205, IT 302, LG 201, MS 201, MU 218, PG 100, PO 210, PO 211, PO 212, PO 230, PO 231, PO 315, PO 317, PO 323, PO 325, PO 330, PO 331, PO 333, PO 336, PO 337, PO 345, PO 351, RS 102, RS 215, SO 201, SO 205, SO 213, SO 260, SO 303A, SO 354, SO 355, SP 100A, SP 100B, SP 101, SP 102, SP 201, SP 202, SP 203, SP 205, SP 206, SP 250, SP 301, SP 302, SP 305, SP 306, SP 307, SP 308, SP 311, SP 312, SP 314, SP 318, SP 320/ID 220, SP 325, SP 401, SP 402, TH 216, TH 304, WL100

### **Certificates**

#### **Latin American Studies**

The Latin American studies certificate provides a comprehensive view of Latin America from the interdisciplinary perspectives of history, ethnicity, politics, literature, and culture. Required Courses: HI 111 and 112, SP 205 and 206, PO 230 and 345 (or 333), and SO213 Anthropology with Travel Component

Students must demonstrate intermediate proficiency in either Spanish or Portuguese.

## **Certificate in Spanish for Health Sciences: Advanced Proficiency**

Upon completion of SP 300 and SP 300X with a grade of B- or above, students will be eligible to receive a certificate, provided that they take the National Spanish Exam, Level 6, as administered by their instructor and achieve a score of 60% or higher.

## **Minors**

### **Art**

#### **Required for the Minor**

AH 201, AR 221

#### **Elective Courses**

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

### **Criminal Justice**

#### **Required for the Minor**

CJ 100, CJ 101, CJ 102, CJ 200, CJ 201, CJ 202

### **English**

#### **Required for the Minor**

EN 211 and complete 15 additional credits in literature, with at least 9 credits at the 300 level or higher.

### **History**

#### **Required for the Minor**

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

#### **Electives for the Minor**

Two HI courses at the 200-level or higher; Two electives from the History and Culture field of study in Interdisciplinary Studies in the Humanities

### **International Relations**

#### **Required for the Minor**

PO 230 and five electives from the Politics and Global Studies field of study in Interdisciplinary Studies in the Humanities.

### **Music**

#### **Required for the Minor**

MU 103 and MU 104; 12 credits from the following list must also be completed:  
MU 208, MU 215, MU 218, MU 300 (must be taken 3 times; 1 credit per semester),  
MU 306, MU 308 or MU 315 (must be taken 3 times; 1 credit per semester)

### **Political Science**

#### **Required for the Minor**

PO 210

### **Elective Courses**

Select five courses from the following: PO courses (any five PO courses), CJ 100, CJ 101, CO 219, ID 214, ID 230, ID 304, ID 330, LG 201, MA 210, SO 201, SO 303A, SP 100, WS 201

### **Religious Studies**

#### **Required for the Minor**

Six courses in total are required. Students are to choose one course from each of the following categories: RS 102,216, or ID 222; RS 201 or 202; ID 304; RS 107, 211, 215, or 309; RS 304,317, 318, or 402; RS elective.

### **Sociology**

#### **Required for the Minor**

SO 201; Required Elective Courses (Students must choose two courses from the following list): PO 230; PS 306; PS 312; SW 202; ID 309 OR PS 303 & 304 (both PS 303) and PS 304 are counted as a single course for the purposes of the Sociology minor);Other Sociology Electives (students must take 3 from the list below): SO 205; SO 213; SO 260; SO (RS) 280; SO 303A; SO 324; SO 335; SO 354; SO 355; SO 367

### **Spanish**

#### **Required for the Minor**

Any four courses that include a selection from SP 205 and SP 206 and Spanish courses at the 300 or 400 level

### **Theatre**

#### **Required for the Minor**

TH 203, TH 206, TH 207, MU 308 and DA 204

### **Elective Courses**

Select one from the following: TH 201, TH 205, TH 216, CO 240, TH 301, TH 303, TH/EN 304, TH 306, TH 307A, TH 308, TH 311, TH 320 A, B & C, TH 321/322, TH 325,TH 409A, TH 409B, TH 409C.

### **Writing**

Prerequisites: EN 105 and EN 106

Complete EN223 and 15 other credits from among the following EN, TH, and CO writing courses: EN 209A, EN 210, EN 210B, EN 226, EN 230, EN 231, EN 233, EN 314, EN 328, EN 329, EN 332, EN 334, TH 320, CO 212, CO 219, CO 220, CO 240.



## Course Descriptions

### Art History

#### AH 201 Introduction to Art History

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

#### AH 303 Nineteenth-Century Art

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

#### AH 304 Modern Styles

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

#### AH 306 Renaissance and Baroque Art

Stylistic comparisons of major painters, sculptors, and architects who dominated European art from the early days of the Renaissance through the final days of the Catholic Reformation are the foci of this course.

#### AH 307 Women Artists

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

#### AH 313 American Art

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

## Art Studios

### AR 221 Basic Drawing

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

### AR 222 Basic Design

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

### AR 310 Life Studio: Human Figure

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

### AR 315 Advanced Drawing for Illustration

Through a wide range of projects, the student illustrator will encounter the concerns of the professional illustrator in the creation of images to inform, instruct, immerse and/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 relationship between the image drawn and the techniques used to reproduce it graphically. Prerequisite: AR 221 or instructor permission

### AR 321 Painting Techniques

The elements of painting are explored as student artists engage in the study of the still life through the lens of Impressionism, abstraction from non-visual sources, and non-objective painting with a focus on the self-referential use of materials. Projects enable students to resolve the more advanced problems of pictorial structure and

organization and to arrive at a keener appreciation of the aesthetic. Prerequisite: AR 221

### AR 333 Watercolor Painting

Fundamentals of this medium are taught through a series of guided exercises: wet on wet, wet on dry, washes, color mixing and transparency. Emphasis is placed on direct observation, composition, personal expression, and improvement of techniques.

Prerequisite: AR 221 or instructor permission

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

### FA 201B Demystification of the Arts

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

## Graphic Design

### GD 241 Graphic Design I

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

### GD 242 Graphic Design II

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

## GD 341 Design for Print Media

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

## GD 342 Design with Time-Based Media

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

## GD 345 Creative Publications

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

## GD 346 Senior Thesis and Portfolio Development

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

## GD 347 Designing for the World Wide Web

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

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

## **Criminal Justice**

### CJ 100 Introduction to Criminal Justice

This course provides a general introduction to the study of the criminal justice system in the United States. Topics to be covered will include the nature and origins of crime, police work and law enforcement, court procedures and processes, corrections systems in the United States, probation, parole, and juvenile justice.

### CJ 101 Law Enforcement

This course will present a survey and analysis of law enforcement in the United States. Topics to be covered will include the structures, processes, and missions of state, local, and federal law enforcement agencies, the history of law enforcement, police and community relationships, police culture and behavior, the moral/ethical dimensions of police work, emerging law enforcement technology, and law enforcement as a career choice. Prerequisite: CJ 100.

### CJ 102 Criminal Law

The course will examine the nature, purpose, and scope of criminal law in the United States. Emphasis is placed on illustration of specific elements, rules, doctrines, and defenses through studying court cases and case studies relating to various aspects of criminal law. *Prerequisites: None*

## CJ 200 Corrections

This course will present a survey of the corrections system in the United States. Topics to be covered will include the institutions, functions, processes, and mission of the corrections system, as well as the history of corrections, prison culture and staffing, prison litigation, probation and parole, public and correctional facilities, and careers in corrections. Prerequisite: CJ 100

## CJ 201 Courts

This course involves an examination of the various court systems within the United States with an emphasis placed upon both the criminal and civil court structures at the federal, state, and local levels, as well as the historical development, current configurations, and institutional functions of the court systems. Prerequisite: CJ 100

## CJ 202 Criminology

In this course the major criminological theories of crime will be examined from a historical, empirical, and public policy perspective. While examining various types of criminal activity, students will analyze the nature of both historical and contemporary approaches to crime, as well as issues involving crime prevention, criminal behavior, and the criminal mind. Prerequisites: CJ 100

## CJ 300 Homeland Security

From wildfires in the west and hurricanes in the south and east, to global pandemics, bombings at public events, and identified domestic and foreign terrorist groups, it is clear that the United States is subject to threats to national security on a daily basis. These threats require those in the field to be dedicated to public safety and to be able to anticipate, prepare for, prevent, and react to any number of situations with a clear understanding of ethics, public communication, and other critical skills and competencies. This course will provide students with a comprehensive overview of the legal aspects of homeland security, including reviewing and discussing subjective threat level analysis; intelligence and counterintelligence; the proliferation of weapons of mass destruction; border security and immigration; and the financing of terrorist activity via domestic and international organized criminal activity.

## CJ 301 Criminal Procedure

The course will examine the various aspects of criminal procedure within the criminal justice system as shaped and constrained by the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments of the United States Constitution. Emphasis will be placed on the



parties involved in the Administration of Justice, including the courts, law enforcement, prosecution, and defense. Prerequisites: CJ 100 and CJ 201

#### CJ 402 Senior Seminar: Criminal Justice

This course will provide students with the opportunity to review and analyze the totality of the work the student has completed for the degree in Criminal Justice. The course will examine criminal law and criminal procedure, constitutional law, criminology, law enforcement, courts, homeland security, and corrections through the use of assignments involving critical thinking, research, writing, and discussion. The required assignments will allow the student to demonstrate a mastery of the Criminal Justice program of study in addition to a mastery of the Criminal Justice program outcomes. Prerequisite: ID 309

#### CJ 413 Criminal Justice Internship Seminar

This seminar course will combine the traditional classroom setting with the practical workplace experience of an internship. Students enrolled in this course will be actively engaged interns at a criminal justice organization or agency at either the federal, state, or local level. The internship will combine hands-on field experience with academic coursework and will offer the student the opportunity to apply their formal Criminal Justice education to actual professional situations. Prerequisites: junior or senior status.

### English

#### EN 105 Critical Reading, Thinking, and Writing I

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

#### EN 106 Critical Reading, Thinking, and Writing II

This course focuses on critical reading, thinking, and writing skills. Practice in writing reports, proposals, and annotated bibliographies challenges students to engage all skills emphasized in the course. To further encourage deep critical thinking and more textured and sophisticated college-level writing and research, texts used may be

interdisciplinary in nature and will be organized around a central theme of the instructor's choice and expertise. Themes have included food and politics, poverty, social media, place, and the American prison system. EN 106 (or equivalent) is a prerequisite for all literature and writing courses.

#### EN 204 US Stories of Migration and Immigration (fall: odd)

The United States has been shaped from its very beginnings by the migrations of its people. Prompted by choice or force, migration stories have often defined how we think of ourselves as Americans and how we have come to consider the American Dream. This course will explore these various journeys and hardships through novels, stories, poems, plays, and memoirs spanning the 19th century to today. Beginning with precursors such as Eloudah Equiano and William Bradford, we go on to such 19th, 20th, and 21st century voices as Willa Cather, Carlos Bulosan, Sui Sin Far, Anzia Yezierska, Chester Himes, Isaac Bashevis Singer, Meridel LeSeuer, Mario Puzo, Lorraine Hansberry, Leslie Marmon Silko, Maxine Hong Kingston, Jack Kerouac, Christina Garcia, Jhumpa Lahiri, Shaun Tan, Karolina Waclawiak, and Chimamanda Ngozi Adichie to explore the effects of migration and immigration on our notions of American identity. Prerequisites: EN105, EN106

#### EN 205 Texts and Contexts in Early English Writers (fall: odd)

This course is a survey of some major works of British literature from its beginnings to the seventeenth century, studied in the context of England's historical and religious context in this period. The course includes a range of nonfiction, fiction, and dramatic works. Readings may include *Beowulf*, *Sir Gawain and the Green Knight*, *Lanval*, selections from the lyric poetry of Wyatt, Surrey, Sidney, and Spenser. Prerequisites: EN105, EN106

#### EN 206 Literature, Faith, Identity: British Writers from 1660-1945 (spring: even)

This course serves as a survey of the major works of British literature from the Restoration of Charles II to the early twentieth century, with a focus on the relations between literary aesthetics, culture, religion, sexuality, notions of morality, and politics. A central focus will be the ways in which these various concepts coalesced to allow England to become an uncontested empire by the 19th century. Readings will

include Richardson, Hobbes, Wycherley, Mary Shelley, Dickens, Joyce, and many more. Prerequisites: EN 105, EN 106

## EN 207 Chaucer in Context

Chaucer in Context offers a panoramic view of English late medieval history, philosophy, and religion, viewed through the lens of Chaucer's *Canterbury Tales*. Students will begin by learning the critical skills necessary to interpret the text in its original Middle English and then consider Chaucer using multidisciplinary texts. Prerequisites: EN 105, EN 106, and EN 211, or instructor permission

## EN 208 The Nineteenth-Century British Novel

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

## EN 209A Creative Writing (fall)

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

## EN 210 Poetry Workshop

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

## EN 210B Fiction Workshop

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

## EN 211 Writing about Texts (Fall, Spring)

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. Texts chosen will vary by topic and theme as selected by the instructor. Themes may include coming of age, literature of the fantastic, the hero's journey, literature and medicine, literature of disability, prison literature, love and sexuality, family dramas, etc. Prerequisites: EN 105, EN 106

## EN 218 Traditions in African-American Literature

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

## EN 222 King Arthur and the Chivalric Tradition

The tales of King Arthur and his Knights of the Round Table are the definitive works of chivalric romance. Eight hundred years after the first shadowy version of the story is written down, Arthur continues to enchant us, and continues to be a source of inspiration for writers across the world. We will study stories of war, magic, mysticism, and history as they appear in several different national traditions, including those of Roman Britain, medieval England and Wales, France, Germany, and Iceland. Starting from brief, tantalizing references in the writings of Gildas and Nennius, we will trace the rise of Arthur and his court, the quest for the Holy Grail, the forbidden love of Lancelot 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. We will take detours from this main narrative to study the perils and triumphs of Roland, Tristan and Isolde, and Sigurd. Prerequisites: EN 105, EN 106

## EN 223 Rhetoric: The Art of Written Communication (spring)

Students begin by exploring a definition of "rhetoric" as practiced by a broad range of writers. They examine how writers use rhetorical devices, both classical and modern, to explain their positions and develop their arguments. Writing assignments include students' own persuasive papers on topics chosen from a list of current social issues. Articles from present-day news media and other sources serve both as works to analyze and as models to emulate. Themes for readings vary by the interest of the

instructor and have included education in America, gender and rhetoric, and political rhetoric. Prerequisites: EN 105, EN 106

#### EN 224 Classical Mythology and the Classical World

This course focuses on the nature of myth and myth-making, including the principal myths and legends of the Greeks and Romans. Students will study the ways in which classical history, religion, and literature are not easily separable and will carefully analyze rituals, chronicles, and archaeological remains as context for the written materials that have survived from the classical period. Prerequisites: EN 105, EN 106

#### EN 226 Publishing *Hemetera*: Regis' Literary Journal (fall, spring)

*Hemetera*, Regis College's literary journal, is a student-run, annual print and digital publication that features a wide range of Regis undergraduate and graduate poetry, fiction, creative nonfiction, drama, and photography. In this year-long course students learn how to develop, edit, design, publish, and market a literary journal. Students also work together to organize and host *Hemetera*'s annual reading and release event for the greater Regis community. Guest speakers from Boston-area publishing companies and literary organizations such as Houghton Mifflin Company, Beacon Press, and Grub Street will offer students advice on the publishing process as well as potential internship and career opportunities in today's ever-changing publishing world. This 1-credit course may be repeated for up to 3 credits. Prerequisite: EN105 or instructor permission

#### EN 227 Writing with Style

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

#### EN 228 U.S. Literature I: Early to the Civil War (spring: even)

This course features a study of major works of American literature from the moments of first contact between Native Americans and Europeans through the Civil War. Through the study of historical accounts, poems, captivity narratives, slave narratives, early sentimental novels and longer works, students will examine the legacy of European/Native conflict, Puritan theology, slavery and abolition, westward expansion, and reconstruction on the formation of American literature. Authors to be considered may include Olaudah Equiano, Mary Rowlandson, Bradford, Sojourner

Truth, Harriet Jacobs, Ralph Waldo Emerson, Henry David Thoreau, Emily Dickinson, Herman Melville, and Walt Whitman. Prerequisites: EN 105, 106

#### EN 229 U.S. Literature II: 1865 to Present (spring: odd)

Through the study of significant works of literature by U.S. authors from Reconstruction to the present day, this course will explore realism, modernism, and post modernism and will consider the role of political and cultural upheavals, from suffragism to Civil Rights, as sources of creative impetus. Authors to be considered may include DuBois, Cather, Faulkner, Morrison, and Kingston. This course need not be taken in sequence with EN 228. Prerequisite: EN 105, EN 106

#### EN 230 Writing Workshop: Creative Nonfiction (Fall)

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

#### EN 231 Writing in Place: Travel Writing and Journey Memoirs

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

#### EN 232 Literature and Technology

This course considers the connection between literature and technology in a number of genres and media. The course seeks to ask the big questions of technology, like "What is the nature of humanity"; "Who is in charge: technology or humans?";



"Should we fear our own creations?"; and "Can technology create art?" The course will look at ways literature, cultural critics, film, and other media have dealt with these questions, using such texts as H.G. Wells' *The Island of Dr. Moreau*; *R.U.R.* by Capek; *Frankenstein* by Shelley; *2001: A Space Odyssey*, dir. Kubrik, and *1984* by Orwell. The course will also include the creation of a multimedia project that students will submit to explore how the use of technology can be used expressively and narratively.

### EN 233 Interactive Fiction and Game Design

In this course we will study a genre of literature that was invented in the late 1970s: interactive fiction. From their humble origins as simple games for the earliest personal computers, interactive fiction is now a powerful medium for storytelling, education, and business training. This course will offer an introduction to understanding interactive fiction; you will then create your own multilinear narratives in Twine and Choice Script.

### EN 234 The Body in Literature

How has literature imagined, explored, and represented the human body? In this course we will look at literature written in English from across history and cultures to reflect on the ways in which the human body has been depicted—Is it a cage for the soul or a wondrous vehicle for individual expression? Is it beautiful? Monstrous? Able? Ill or well? Is it gendered? Is it human? We will look at a variety of narratives in a range of genres, from lyric poetry to science fiction, from memoir to short stories, from plays to films, from philosophy and science to disability studies and literary theory, in order to fully explore this topic. Readings may include Homer, Chaucer, William Shakespeare, Jonathan Swift, Walt Whitman, Emily Dickinson, Frederick Douglass, Zora Neale Hurston, Virginia Woolf, James Baldwin, Michael Ondaatje, Sharon Olds, Margaret Atwood, Lucia Perillo, Claudia Rankine, and others.  
Prerequisites: EN105, EN106

### EN 288B Tolkien and the Quest for Meaning

In this class, students will study the fiction and nonfiction of J.R.R. Tolkien. We will use his writing, especially his greatest work, *The Lord of the Rings*, as a way to explore complex spiritual and philosophical concepts, including the relationship between humans and the environment, technology's effect on the spirit, and the nature of the divine. Prerequisites: EN 105, EN 106

### EN 302A Seminar: Intensive Study of a Genre

This seminar traces a single theme and kind of literature as it develops and changes over time while focusing on academic writing and critical approaches to literature.

Prerequisite: junior standing or instructor permission

### EN 302B Literary Criticism and Theory

This seminar examines the history and practice of literary criticism and theory.

Students will practice applying various theoretical approaches to several literary texts.

Prerequisite: junior standing or instructor permission

### EN 303 Living Literature

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

Prerequisites: EN105, EN106, and EN211

### EN 304 (TH 304) Study Abroad: Topics in Literature and Theatre

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

### EN 306 American Literary Landscape

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

### EN 309 Studies in Postcolonialism

Students will explore postcolonial literature in English, primarily from Africa, India, and the West Indies. They will examine issues of colonization and decolonization, in addition to the historical contexts and the aesthetic and political challenges posed in texts by Chinua Achebe, Buchi Emecheta, Ama Ata Aidoo, Ngugi wa Thiong'o,

Nadine Gordimer, J. M. Coetzee, Salman Rushdie, and V. S. Naipaul. Prerequisites: EN 105, EN 106, EN 211, or instructor permission

#### EN 311A Shakespeare I: Drama of Justice and Law (Fall: Odd)

This course offers a consideration of Shakespeare's plays using the lenses of law, justice, and politics. The course will include plays from several of Shakespeare's major dramatic genres. In addition to a close literary examination of the plays, students will consider issues of law, justice, and leadership that informed Shakespeare's work and help us grapple with the critical – and eternal – questions that still engage us today. Prerequisites: EN 105, EN 106

#### EN 312A Shakespeare II

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

#### EN 314 Advanced Rhetoric: The Art of Argument

This advanced writing course focuses on the study of selected theories of argumentation as a means of improving students' abilities to understand, analyze, and create visual and written arguments. Students will begin with a brief review of the Aristotelian model of persuasion and then move on to an in-depth study of several forms of argument, including debate, satire, as well as the Toulmin and Rogerian models. By the end of this course, students will understand how to craft convincing, logical arguments for a variety of purposes and audiences. Prerequisites: EN 105, EN 106, EN 223

#### EN 316 The Romantic Revolution

This course is a study of the major works of Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron. Attention is paid to their prose (critical essays, journals, letters, etc.) as well as to their poetry and to the place of these writers in the context of the revolutionary changes in the political thought of the late eighteenth and early nineteenth centuries. Prerequisites: EN 105, EN 106, EN 211, or instructor permission

#### EN 320 Modern Drama

This course consists of 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, EN 106 or EN 211, or instructor permission

### EN 321 American History through Poetry

This course tells the story of contemporary United States through some of the most important poetry books written after WWII and explores the depth and breadth of the historical and artistic influence of each of these poetry collections. From Allen Ginsberg's *Howl* and the obscenity trials that threatened its future to Tori Dent's *HIV: Mon Amour* that put women suffering with AIDs on the American map for the first time, American poetry has sought to reflect and shape U.S. culture through innovative and risk-taking language making. Works to be studied include: *Howl* by Allen Ginsberg, *Life Studies* by Robert Lowell, *Diving Into the Wreck* by Adrienne Rich, *Coal* by Audre Lorde, *Ariel* by Sylvia Plath, and others. Prerequisites: EN 105, EN 106, or EN211, or instructor permission

### EN 323A Spenser and Milton

Read the works of the two most influential non-dramatic English poets of the sixteenth and seventeenth centuries. Students will spend significant time reading the works of Edmund Spenser, including large selections from his masterwork, *The Faerie Queene*, and several of his mysterious, puzzle-like, shorter poems, like "*The Fate of the Butterflie*" and "*Mother Hubberds Tale*." Then they will look at the poet who Spenser inspired: John Milton. Students will focus on excerpts from Milton's *Paradise Lost* and consider the historical, literary, and religious contexts that made these poets so famous. Through comparative reading, students will discover how these two poets speak to each other. Prerequisites: EN 105, EN 106

### EN 325/SP325 Latinx Writers in the United States

This course studies the literary contributions from the major immigrant groups that constitute Latinx communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, Dominicans and Central Americans. Students will explore how writers represent issues of ethnic, linguistic, sexual and mythological identities. Subjects addressed include immigration, bilingualism, transculturation, border culture, gender relations, and the evolution of a queer conscience. The course is taught in English. Students taking this course for Spanish credit are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 305, SP 306 or equivalent. Prerequisites for English credit: EN 105, EN 106 with permission of the instructor, or EN 211.

## EN 326 Visual Narratives

This course will focus on images as the basis for storytelling. Students will study a variety of media, including European precursors to the American comic strip, the contemporary graphic novel, ekphrastic narratives (text stories inspired by visual art), photo essays, and other mixed-media/cross-genre narratives. Students will engage with critical readings in order to understand how the blending of image and text can enhance narrative techniques such as symbolism, theme, foreshadowing, character development, and irony. For the final project, students will create and present their own visual narrative. Prerequisites: EN105, EN 106, EN 211, ID 234

## EN 328 Writer as Critic: The Art of the Review

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

## EN 329 Writing for Community Service

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

## EN 330 History of the English Language

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

### EN 332 Writing Pedagogy (1 credit)

This course is designed for students interested in becoming writing tutors. Students will learn and practice peer-review strategies and techniques conducive to effective one-on-one and small-group writing projects. This course may be repeated for credit. Prerequisite: EN 105 and EN 106 or instructor permission

### EN 334 Writing and Healing

This interdisciplinary advanced writing course emphasizes the cognitive and emotional benefits of creative writing for diverse populations, including patients and caregivers. Students read and analyze a range of literature such as personal essays, poems, short stories as well as a wide variety of nonfiction works within psychology, sociology, and medical studies. By the end of this course, students will have gained a deep understanding of the therapeutic aspects of writing. Students will also have the opportunity to participate in Regis' annual Writing and Trauma Conference. Prerequisites: EN 105, EN 106, with a grade of B or above, and/or the recommendation of a professor who has seen evidence of the student's writing abilities

### EN 335 Contemporary Women Writers: 20th Century to Present

This course offers an exploration of the themes, language, subjects, and visions present in writing by women of varying cultural heritages. Works will be interpreted against the background of women's struggle for political, social, and artistic liberation and within the context of influential literary criticism. Prerequisites: EN 105, EN 106 or EN 211, or instructor permission

### EN 336 Early Women Writers

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



Cecilia Ferrazzi, Aphra Behn, and Katherine Philips. Prerequisite: EN105, EN106, and EN 211 or instructor permission

### EN 338 Modernisms

A wide-ranging exploration of Modernism as it expressed itself in the work of major British and American artists, musicians and writers. The course will look at the years leading up to WWI, the growth of manifestoes and movements, and the ways in which modernist tenets were expressed in the work of such writers as Yeats, Woolf, Eliot, Pound, Joyce, Hemingway, Fitzgerald, Stein, Loy, Hughes, Millay, H.D., Williams, Toomer, Larsen, Hurston, and others. Prerequisites: EN 105, EN 106 or EN 211, or permission of instructor

### EN 348 (HI 348) American Narratives and Identity

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

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

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

### EN 409, EN 410 Individualized Study

Prerequisites: EN 105, EN 106 and instructor permission

## History

### HI 103 U.S. History through the Civil War (Fall)

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

### HI 104 U.S. History 1865 to the Present (Spring)

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

### HI 107 The Ancient World: From Birth to Rebirth (Fall)

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

### HI 108 Europe and the World after 1500 (Spring)

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

### HI 111 Latin American History: From Pre-Colombian Civilizations to the Independence Wars (fall)

The first part of this interdisciplinary survey analyzes major civilizations in the Americas prior to, at the point of, and after European contact. It traces the general history of these groups and the impact of the transatlantic slave trade through Latin America and the Caribbean. Attention is paid to the cultural, political and economic ramifications after colonization and the struggle for freedom and independence.

### HI 112 Modern Latin America: From the Independence Wars through the Present (spring)

This class is a selective interdisciplinary survey of Latin American history from the independence movements in the 19<sup>th</sup> century to the present. Issues studied include Latin America in the global economy; relations between Latin America and the US; revolutions in Mexico, Cuba, and Central America; and dictatorships and democracies in the twentieth century. Special attention is paid to indigenous and

Afro-descendent cultures, feminism and gender, cultural politics, and Latin American identity.

#### HI 200 Ethnohistory: An Introduction

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

#### HI 211 Women in American History

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

#### HI 216 Public History and Archaeology

This course introduces students to foundational theory and practice associated with the field of public history. As a newly burgeoning sub-discipline, we will engage this exploration using contemporary scholarship which seeks connections between the major academic hubs contributing to theoretical models and professional applications which feed into the field, including: ethnohistory, archival practice, cultural resource management (CRM), historic and cultural preservation, oral history, heritage performance, community education, the digital humanities, and tourism. The curriculum includes experiential learning components designed to provide exposure to appropriate technology and media, fieldwork methods, exhibition, and more as opportunities arise.

#### HI 290 Thinking, Learning, Doing: Writing for the Liberal Arts

This course is designed to introduce students to theories, ideas, and practices upon which upper-level courses in the liberal arts are founded. It serves as a prerequisite to upper-level history and heritage courses; however, students who wish to pursue any of the pathways within the liberal arts would find this course beneficial. Students will become familiar with the style guides, research skills, writing skills, and assignments they will encounter during the course of their program.

### HI 301 Historiography and Methods

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

### HI 307 Topics in Intellectual History

This course will expose students to the American past in the context of patterns of thought. The following topics are treated: Puritanism; the Enlightenment; Transcendentalism; the frontier; and the ideas of progress, democracy, and the national character.

### HI 310 Culture and Society in Early America

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

### HI 311 (also TH 311) Oral History and Performance

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

### HI 322 Birth of the Italian Renaissance

Political, economic, religious, and social change manifested in a flowering of urban pride, architectural and artistic adornment, and literary expression of humanistic values in the cities of Italy. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit for a total of four credits.

### HI 340 Landscape & Memory: The Commoditization of History

This course will investigate the ways in which landscape reinforces memory through memorials, monuments, architecture, and the natural landscape. Students will explore the following historical and theoretical questions: What is collective memory and how do societies change the landscape to reinforce it? What role do monuments and memorials play in societies? Are memorials and monuments contested histories and narratives? Who gets to decide how to memorialize an event? What is remembered and inscribed in memorials? What is forgotten? What is the role of nostalgia in making and remaking of landscape?

### HI 348 (also EN 348) American Narratives and Identity

This class will introduce students to a selection of uniquely American narratives, such as captivity narratives and slave narratives, or American autobiography. As distinctly American literary forms they provide a unique entre to American literature, culture, and history. Prerequisite: HI 103 or HI 104

### HI 350 History of Mediterranean Culture

The History of Mediterranean Culture provides the foundation to discuss the interplay between societies, cultures, and communities around the Mediterranean Basin from the Middle Ages to the present. These encounters and conflicts created the trans-regional and transnational societies marking one of the most vivacious and porous boundaries in the world. This course explores the regions around the Mediterranean from a historical and anthropological point of view, giving special attention to material culture as well as literary and cultural memory.

### HI 354 Ethnicity in Modern American Culture

This course traces the American story as one of immigration. It is rooted in the idea that the United States is a nation comprised almost entirely of immigrants and the descendants of immigrants. Using novels, film, and historical documentation, the course will examine immigration as a major force in the shaping of American culture and society and as a central event in the lives of many Americans, basically asking: How are immigrants affected by American culture, and conversely, how is American culture affected by immigration? Other issues to be addressed include assimilation vs. ethnic identity, race, and immigration. It covers race and ethnic divisions, discrimination, conflict, and cooperation. Additionally, it analyzes the impact of global processes on race and ethnicity. These concepts will be fleshed out through an intensive process of reading, critical thinking, writing, and speaking. Prerequisite: HI 104, HI 200, or SO 213

### HI 355 Mediterranean Conflict and Continuity

This course will examine the interrelationship of social and economic factors and their influence on political development in selected Mediterranean countries, including neo-classicism, modern nationalism, great power interests, and the crisis of modernization. Prerequisite: HI 107 or HI 108

### HI 378 American Material Culture and Architecture

This course introduces students to the broad range of theories, methodologies, and approaches to material culture studies and architecture, with particular emphasis on the United States. It examines both common practices and prevailing ideas about the relationship between nature, culture, material, and visibility. The material culture around which the course centers is broadly defined and includes settlement structure, architecture, domestic artifacts, art, food ways, and even trash. Themes the course will explore include the relation of material culture to ethnicity, class, and gender; the effects of urbanization and industrialization on daily life; and the use of multiple lines of evidence to build narratives of the past.

### HI 379 The Culture of Fashion

For more than a millennium, fashion has articulated societal definitions of power, gender, and identity. Sumptuary laws (with their exceptions) and fashion extremes (from cod pieces to wigs) have dressed changing paradigms throughout Western society. This course is an overview of fashion and clothing from historical, economic, and cultural perspectives. It will consider their evolution from the complex ideological representations of the Renaissance to the centrality of textiles in the Industrial Revolution. Eventually, the twentieth century rewrote and then disintegrated many stylistic codes, trying to reconcile the conflicting standards of individualism and communal values through an ambiguous homage to consumerism and acceptance of exploitation.

### HI 402A Seminar: In Search of Greece

This course will cover Greece in all periods—ancient, Byzantine, modern—using an interdisciplinary approach in order to recreate the reality and myth of a country with an unbroken history of three thousand years, as observed by writers and poets, artists and adventurers, diplomats and archaeologists. Students will survey primary literary and artistic sources while engaging in discussions, giving oral reports, and composing a term paper. Prerequisites: HI 107 and HI 108

### HI 402C Seminar: Problems in Archaeology

This course includes a study of theoretical approaches to archaeological problems and new techniques used to solve them. Prerequisite: HI 216

### HI 402D Seminar: The Writer as Historian (Fall)

By studying novels and watching plays of writers of different nationalities and ideological persuasions, the seminar will seek a more direct and personal understanding of some of the major intellectual, political, and social conflicts of the twentieth century.

### HI 408B Vera Laska Colloquium (Spring)

The colloquium is designed for seniors and graduate students (see HI 508B). It is an intensive, interdisciplinary research-oriented course, culminating in a thesis paper. Themes will vary from year to year depending on interest, need, and available faculty. The course serves as the required Capstone for undergraduate students majoring in the Humanities.

### HI 409A Independent Study

### HI 409B Tutorial

### HI 410A Independent Study

### HI 410B Tutorial

### HI 412 Advanced Practice in Professional History

This course will be offered as a colloquium or on an individual basis depending on interest and available faculty. It will expose students to tasks and necessary skills of the contemporary historian. Students will participate in research, writing, presentation, teaching, grant writing, public history, and museum work. The particular methods and approaches of each task will be explored early in the semester. By mid-semester, students will dedicate the majority of their time to the tasks and skills most congenial to their vocational interests. This course can be taken at the undergraduate or graduate levels.



## **Interdepartmental Courses Required for Major**

### **ID 110 Exploring the Humanities (fall)**

This course is centered on the key inquiry: “How do the humanities help us understand the world and our role in it?” Selected readings will introduce students to some of the most influential works in the humanities and will allow them to explore the broad range of the humanities as reflected through the written word, visual culture, oral culture, and performance. In addition, this course will include various critiques of the humanities and opportunities to explore new directions in the humanities.

### **ID 234 Digital Scholarship (spring)**

This course will focus on the process of learning, and then applying, the various methodologies of digital scholarship, with an emphasis on the humanities/social sciences. The course readings, workshops, and discussions will be aimed at exposing students to the (sometime competing) philosophies and the (quickly evolving) practices of this emerging field. Beyond course readings on designing, interpreting, and understanding digital media, we will also critically engage with and use a range of digital tools and resources. In the spirit of “crowd sourcing” and the public-spirited nature of digital scholarship, students will take on the responsibility of teaching each other about digital tools over the course of the semester. Students will also be required to propose, design, and implement a project using the methods and theories of digital scholarship.

### **ID 413 Internship Interdisciplinary Seminar (fall, spring)**

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

## **Music**

### **MU 103 Understanding and Creating Music I**

Understanding and Creating Music I explores music theory – how music functions – with an eye toward composing. Students will learn to recognize and create music with intervals, scales, chords, harmonic progressions, rhythms, and other musical materials. The course will teach students to read music visually and to identify music

aurally. Throughout the course, students will put their new skills to work in composing their own music.

#### MU 104 Understanding and Creating Music II

Understanding and Creating Music II explores music theory—how music functions—with an eye toward composing. Students will learn to recognize and create music with extended formal structure, diatonic harmonies, and cadences. The course will teach students to read more complicated music visually and to identify more complex music aurally. Throughout the course, students will put their new skills to work in composing their own music.

#### MU 105 Introduction to Music

This course will give a broad overview of the elements of music. It covers basic note-reading techniques, music theory, identification of instrumentation, genre and musical forms, as well as an historic overview of music. An important element of this course is listening to and examining musical master works from a variety of periods and styles. At the conclusion of the course, students will be prepared for more advanced study in music theory, history, and applied music.

#### MU 207 What to Listen for in Music

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

#### MU 208 History of Rock and Roll

This course will use e-resources, including the required text, to explore what has become a major component of pop culture. With the support of YouTube to hear archival recordings and the Rock and Roll Hall of Fame website among other resources, students will gain perspectives on the evolution of rock and roll music and its correlation to societal, cultural, and political shifts in the American landscape.

#### MU 209 Class Piano I

Piano I is designed to teach beginners to play the piano. Students gain basic skills and confidence in note-reading, rhythm, and technique. Each student participates at their own newly updated computer/keyboard station using state-of-the-art Musical

Instrument Digital Interface (MIDI) applications. Students will play familiar tunes with two hands by the semester's end.

#### MU 210 Class Piano II

In Piano II, a sequel to Piano I, students advance to playing chord accompaniments and analyzing styles, including blues and jazz. Additional software programs give students opportunities to experiment with basic recording and composition of their own music. Enrollment limit: ten. Prerequisite: MU 209 or instructor permission

#### MU 215 Music, Health, and Wholeness

This course is an exploration of the way that listening to and making music affects people physically, psychologically, intellectually, and emotionally. Students in the class will learn from scientific and behavioral studies, music-making experiences inside and outside the classroom, their own experiments, and other research.

#### MU 218 Global Music

Global Music introduces students to the music of the world's cultures. Students will explore the field of ethnomusicology, and learn about various styles of music by listening to, reading about, and performing them. In each culture, music is studied in its cultural context, relating it to religion, gender, ritual, theater, work, and daily life. There will be many opportunities for hands-on music-making. Students do not need to be able to read music or play an instrument to take this class

#### MU 300 Instrumental Music Ensemble

This course provides the unique opportunity for both experienced and aspiring musicians and vocalists who wish to develop their performing skills and music knowledge on an academic as well as an experiential level. In addition to their exposure to the aesthetics of music and musical interpretation, students will learn music theory and mechanics at a level appropriate to their musical experience and as is necessary to perform the particular performance pieces assigned to them. Because the course is open to musicians and vocalists at any level, including those who are learning for the first time, faculty will work very closely with each student to identify reasonable goals and expectations leading to the most effective individual role in performance participation. After the first class meeting, smaller ensembles will be assembled based on student interest and range of musical experience, and meeting times will be decided as well. The smaller ensembles may include, but are not limited to: rock, jazz, blues, and orchestral. Students are encouraged to use their own instruments; however, Regis has a limited number of instruments available for them to use. Among the potential types of performances expected for students are:

campus functions, special performing arts events, open mic nights, Battle of the Regis Bands, and other opportunities which may arise or which might be arranged by students in consultation with the faculty. This course is open to Regis students as well as faculty and staff (either for credit or audit).

#### 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, patronesses, and clubwomen will be examined. Class time will be spent discussing assigned readings, listening to recordings of work by women, hearing guest performers, and presenting group projects.

#### MU 307 Symphonic Music

Students will study symphonic literature from the eighteenth century to the present, including works by Haydn, Mozart, Beethoven, the Romantic composers, and twentieth-century figures such as Stravinsky and Carter.

#### MU 308 Musical Theatre, Cross-listed as TH 208.

Musical Theater explores the genre of the sung drama, including its history in Europe and the United States, its Western European cultural context, and the techniques involved in its creation and performance. Students will focus on several examples selected from throughout the history of musical theater. The course will culminate in a performance by students of excerpts from selected operas and musicals; depending on the students in the course, excerpts may include solo musical numbers, duets or trios, dramatic monologues, comedic routines, or dance numbers.

#### MU 315 Regis Glee Singers

This course provides the foundation for choral singing on an academic as well as an experiential level. In addition to their exposure to the aesthetics of music and musical interpretation, students learn the basic music theory necessary to begin sight-singing as well as the mechanics and proper techniques needed in order to engage the experiences of both singing together as a group and performing publicly on and off campus. The 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 performing arts events.

### MU 320 Regis Chamber Singers

This course is structured for the more advanced choral singer, providing an academic grounding as well as a variety of experiential opportunities. In addition to their continued development in the aesthetics of music and musical interpretation, students will hone their skills in music theory, mechanics, and techniques, including: sight-singing, tone production, intonation, choral blend, and independence in part-singing. Chamber Singers perform their wide-ranging repertoire both on and off campus, with an emphasis on a cappella styles. They will also learn basic hand bell techniques which are incorporated into their production arrangements. Prerequisite: An audition is required.

### MU 333 Twentieth-Century Music

In this course students will explore some of the main trends and currents in twentieth-century music and the ways they relate to a period characterized by rapidly developing technology. Emphasis will be on the music, the creators of the music, the performance practices, and the concert scene in the cultivated, the vernacular, and the “crossover” styles.

### MU 309 Music at the Movies

This course will explore the role that music plays in the art of film making. By studying several classic and contemporary films noted for their especially effective soundtracks, students will learn about music’s ability to convey character, plot, atmosphere, and meaning in general. They will consider the possible functions of music within a film. Students will also learn about the tools that film music composers employ, especially timbre, instrumentation, and orchestration.

### MU 409, MU 410 Individualized Study in Applied Music

Individualized study in voice or an instrument is designed to give the student an intensive learning experience in building musical skills, techniques, and repertoire. Pedagogy is geared to the instrument being studied and to the experience level of the individual.

## **Philosophy and Religious Studies**

### **ID 222 Exploring the Human Spirit**

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

### **ID 304 Exploring Ethics**

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

### **PH 101 Introduction to Philosophy**

This course offers an introduction to philosophical thinking through reading and discussion of some of the philosophical questions raised by major philosophers.

### **PH 103 Philosophy and Literature**

This course introduces students to some of the questions asked by philosophers through the course of history by readings selected from the works of well-known philosophers and literary persons.

### **PH 104 How We Think: An Introduction to Logic**

This course offers an introduction to some of the elements of correct thinking: induction, deduction, validity, syllogism, truth-functions, and implication.

### **PH 201 History of Western Philosophy**

This course will survey the major philosophical thinkers and thought from fifth-century BCE Greece to the present.

### **RS 102 Religious Quest for Meaning**

This course will ask students to look at the common human experience of searching for meaning and the variety of responses given to this common search. Responses of significant religious thinkers and traditions will be examined.

### RS 107 Jesus: Myth and Reality

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

### RS 110 Practical Techniques for Spiritual Growth

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

### RS 112 The Concept of Love

This course offers an exploration of the various forms of love: friendship, romantic love, and Christian love with texts from a variety of authors.

### RS 130 Cultivating the Inner Spirit

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

### RS 201 Old Testament

This course features a study of the sacred writings of the Jewish tradition with emphasis on the historical, cultural, and religious backgrounds of the writings. Questions to be considered include: What is the historical message of the Bible? What is its religious message? Does the Bible have a message for today?

### RS 202 New Testament

This course features a study of the New Testament, including Gospels and Epistles, with stress on contemporary understanding taking into account the historical, cultural, literary, and religious backgrounds of these writings.



## RS 206 Comparative Religion

This course offers thematic study of religion which compares and contrasts alternative views of God, human liberation, origins, morality, worship, and organization.

## RS 208 Stories of Belief

This course is a consideration of autobiographical writings which manifest lived experiences of religious belief. The material will focus on questions of self, freedom, love, loneliness, death, and social responsibility.

## RS 211 Religion and Society

This course asks students to study the social dimension of religion, including the role of community, of ritual, and the responsibilities of love and justice toward society at large.

## RS 215 Catholicism: Contemporary Perspectives

This course offers a study of key topics in Catholic theology: God, Jesus, church, and worship. Emphasis will be placed on a contemporary understanding of Catholic thought in light of its historical sources. Particular attention will be paid to the question of the Church's place in the modern world and the challenges it faces in such forms as pluralism, feminism, and secularism.

## RS 216 The Meaning of Faith

This course is an exploration of the problem of belief. The course will deal with human self-understanding and meaning. Students will confront faith and a delicate balance of personal decision and personal surrender. Unbelief will be examined.

## RS 280 (SO) 280 Spirituality and Service

This interdisciplinary course will be co-taught by a professor from religion studies and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in religious and secular settings that engage in direct service and advocacy. This course will engage students in applying sociological and theological concepts and theories to their experiences performing service work in a variety of settings.

### RS 304 Symbol and Ritual in Human Life

This course features a study of the role of symbol and ritual in contemporary life. This will include an examination of the significance of religious ritual as an instrument for expressing and developing human life.

### RS 308 (HI 308) (ID 308) Medieval Vision

This course offers students an interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundation. Added insights from a variety of disciplines supplement in and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

### RS 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

This course asks students to examine the implications of religious pluralism. Is there one path to salvation or many? Is Christianity unique? Is there more than one religious truth? Are all religions equally true?

### RS 318 Women and Religion

Students in this course will study the exclusion of women from positions of influence in religion in spite of their historically devoted support of religion. The course draws on theology and cross-cultural studies to examine the status of women in religion and the social structures supported by images of women.

### RS 402 Seminar

This seminar is designed to allow the student to discover the continuity, diversity, and development of Christian belief through the ages.

### RS-551 Social Ethics

This course presents the principles of social justice, Christian stewardship, and the relation of law and morality. Issues to be discussed include: (1) morality and the economic order (e.g., consumerism, world hunger), (2) morality and the political order

(e.g., terrorism, nuclear proliferation, criminal justice), and (3) morality and technology (e.g., DNA research, ecology, human experimentation).

## **Political Science and Sociology**

### **LG 201 Introduction to Law and Government (fall)**

This interdisciplinary course that seeks to understand the nature and function of law as it exists in communities. The course examines law operating at all levels, as the product of 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 (fall)**

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

### **PO 211 Comparative Politics: Introduction (spring)**

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

### **PO 212 Political Theory: Introduction (spring: odd)**

The course is a general survey of political theory with a particular focus on the classical forms of government and major concepts in political ideologies. The four chief goals of the course will be to increase the students' appreciation of political ideas and the particular ideas shaping Western Civilization (as a grounding for later explorations of non-Western traditions), to help students appreciate the contributions they can make to political life, to serve as a foundation for the department's upper-level courses to follow, and to begin an inquiry into ethics and politics which will be continued in department seminars and the capstone senior seminar.

### **PO 230 International Relations: Introduction (fall)**

This course is an introduction to the study of international relations between the states of the world. Students will explore such concepts as global interdependence,

international political economy, foreign policy, and international conflict and cooperation. We will consider current problems such as the tension between globalism and nationalism, the problems of national security, conflict and migration, and the role of international organizations like the UN in resolving (or complicating) these matters.

#### PO 231 Human Rights (spring: odd)

This course introduces students to terms and concepts in the study of human rights as well as the key issues, debates, and controversies surrounding the idea of universal human rights. Students will look deeper into the specific issues of human rights such as access to the resources required to realize human rights, the relationship between citizenship rights and human rights, the rights of minorities, genocide, torture, humanitarian intervention, and international criminal tribunals.

#### PO 303 Seminar: Critical Issues in International Relations

The course examines in depth several of the cutting-edge issues of international relations that profoundly affect our lives: revolution in information technology and transnational corporations and their impact on workplace; political conflicts precipitated by world population explosion, including struggle for scarce resources, North vs. South rivalry, and environmental pillage; and problems of post-Cold War world order, nuclear proliferation, ethnic and nationalistic clashes, human rights, immigration and multiculturalism, peace and justice, and conflict resolution.

Prerequisites: PO 230 and at least two courses from PO 330, PO 336, PO 337, or PO 345

#### PO 310 The Supreme Court and the Constitution (fall)

This course considers the Supreme Court as a major policy maker in the American political system. It will include an analysis of major doctrines of constitutional law through examination of the leading cases. Prerequisite: PO 210

#### PO 311 The First Amendment (spring)

This course examines 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

This course offers an introduction to the theory and practice of administration in the public sector. Topics will include the political environment of public administration, management of people and programs, administrative responsibility, and ethics.

### PO 315 American Political Thought (fall)

This course features a systematic examination and evaluation of the main currents in American political thought as manifest in the key works of prominent thinkers. The course gives special attention to the role of democracy, capitalism, and individualism as guiding ideologies and uses a variety of materials to explore the development of current debates in American political life. Prerequisite: PO 210

### PO 316 Public Policy Analysis (fall: odd)

Students in this course will examine the creation, implementation, and evaluation of public policy with particular emphasis on the ethics of the policy process. The course will consider different public issues and help students develop professional skills used when selecting policy alternatives. Prerequisite: PO 210

### PO 317 Comparative Politics of Europe

This course offers an introduction to the study of comparative political cultures and ideas of selected countries of the western, central, and eastern regions of Europe. Political systems will be examined in historical perspective, including an analysis of transformations from communist party governments to independence and alliance with western nations. The development of the European Union and related contemporary issues will be included. Prerequisite: PO 211

### PO 323 Comparative Political Ideologies

This course offers 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 (spring: odd)

This course is designed to provide students with a basic understanding of how political decisions are made by the state and local governments in practice as well as in theory. State and local government in Massachusetts will be given particular

attention. Students will gain a more thorough understanding of some of the basic elements, structures, principles, and processes associated with state and local political governments and be better prepared to be a participant or employee in state and local politics and institutions.

#### PO 325 Genocide, Ethnic Conflict, and Nationalism (spring)

This course explores different cultures and political institutions by focusing on the problem of ethnic conflict in a variety of countries and historical periods but mainly in Africa, the Middle East, and Central Asia. We will examine why and how ethnic and cultural factors lead to conflict, other explanations for conflict, and what institutions like governments, international organizations, and nongovernmental organizations can do to resolve conflict. Prerequisite: PO 211

#### PO 327 Police and Law Enforcement in America (spring: odd)

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 329 Criminalistics (fall: even; spring: even)

Criminalistics will introduce the student to the study of criminology and the scientific approach taken in solving crimes. Based solidly in the study of forensics, students will become familiar with the tools, methods and techniques available to local, state and federal investigators.

#### PO 330 Foreign Policy (fall)

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. Students will study the factors and actions that influence decision making, including leadership, the roles of blocs and alliances, the significance of “new” issues such as environmental concerns, and the influence of culture on foreign policy making. Students will explore how foreign policy has changed since the end of the Cold War and what challenges will have to be confronted in the new century. Prerequisite: PO 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, and the role of nationalism); the growth of political institutions, including bureaucracies, political parties, and electoral systems; and the transition to democracy. It will expose students to political development in the context of conquest and colonization and will focus on the experiences of developing countries, although the political history of Western Europe and the United States will be used for comparative purposes. Prerequisite: PO 211

## PO 333 International Political Economy (fall: even)

This course is designed to be an introduction to international political economy. It will provide an overview of theories and methodological approaches of international political economy, a historical review of the international political economic system, and an application of the theoretical approaches to specific issues and case studies regarding trade, monetary relations, finance, global development, and social justice. Readings and discussion focus on subjects such as conflict and cooperation; the relationship between the international system and domestic politics; economic growth, development, and equity; and the connections between the study of economics and politics. Particular attention will be paid to how the Great Recession of 2008 has affected states and individuals within the global economy and the political response to the ongoing crisis.

## PO 336 International Law (spring)

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

## PO 337 International Organizations

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

## PO 345 Politics and Key Issues of Developing Nations: Migration, Refugees, Human Trafficking, and Conflict (fall: even)



This course will examine the links between politics, both domestic and global, and major issues faced by developing states. Issues will include the crisis of global migration and peoples on the move (legal and illegal), conflict and refugees, the evils of human trafficking, and inequality between developed states and developing states. Prerequisite: PO 230

#### PO 351 War, Conflict, and International Security (spring)

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

#### PO 403 Seminar: American Politics: Critical Issues

In examining critical issues of American politics, the seminar participants will confront contrasting points of view about democracy and freedom, capitalism and competitiveness, critical foreign policy issues, individual rights vis-à-vis public interest, as well as globalization vis-à-vis distributive economic justice. We continue to face the challenge of thinking straight, clarifying our values, and articulating with persuasiveness. Honestly confronting these issues is critical to delineating and refining our own normative perspective that informs our morally defensible political action. The seminar builds on the American politics electives and serves as a capstone course for the American politics field. Prerequisites: PO 210 and at least two courses from PO306, PO 310, PO 311, PO 312, PO 315, or PO 316

#### PO 406 Seminar: Justice Studies (spring)

This seminar provides a comprehensive examination of the legal framework surrounding decision making in government agencies and other legal institutions. Specifically, the course concentrates on the relationships between the judiciary and other parts of the political order, as well as between federal and state governments. Students explore the intersection of culture, society, law, and public policy making; investigate issues relating to ethics in law and government, race/ethnicity, and gender and the law; and discuss the role of the citizen in the American system. An exploration of what justice is will be a primary focus of the seminar.

## LG/PO 409/410C Internship Washington Semester

Each program includes internships with appropriate organizations and agencies and seminars with a variety of government officials. Regis is affiliated with the Washington Semester Program of American University, Washington, D.C. Participating students may choose from five programs: National Government and Politics, Economic Policy, Foreign Policy, Justice, or Journalism (open to qualified juniors and seniors).

## SO 201 Introduction to Sociology (fall, spring)

This course introduces students to the major theories, theorists, concepts, and methods used in the study of society. It considers a variety of topics including culture, socialization, gender, racial, economic, and social class divisions.

## SO 205 Social Problems

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

## SO 213 Cultural Anthropology

This course studies the principles of culture and of social organization through an intensive exploration of other societies and of American society, with special emphasis on gender roles and the status of women in different societies.

## SO 260 Peace in the New Millennium

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

## SO (RS) 280 Spirituality and Service

This interdisciplinary course will be co-taught by a professor from religious studies and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in religious and secular settings that engage in direct service and advocacy. This course will engage

students in applying sociological and theological concepts and theories to their experiences performing service work in a variety of settings.

#### SO 303A Oppression, Prejudice, and Discrimination

This course will study groups that are oppressed, discriminated against, and stereotyped because other groups exploit them economically and politically and because of cultural and behavioral differences. Students will study the social, political, historical, economic, and cultural experiences of oppressed groups (“minorities”) and compare these traditional “minorities” to women, older people, people with disabilities, and others.

#### SO 324 Juvenile Delinquency (fall: even)

This course examines definitions, conditions, causes, explanations, and history of delinquency and the institutions that deal with it. It also explores the social, political, and economic conditions that shape children’s and adolescents’ lives and actions and how we respond to these actions.

#### SO 335 Technology, Environment, and Society

This course explores the social, moral, political, and cultural aspects of technological developments. Students will examine how technology and environmental issues impact social relationships and social institutions.

#### SO 354 Women in Society

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

#### SO 355 Sociology of Health and Illness

This course explores the role of culture in the experience of illness and the development of contemporary forms of health care, both clinical and alternative forms. The course explores challenging and provocative literature and research in the growing field of sociology of health that point to the critical role of culture in causation, experience, treatment, and healing of contemporary forms of illness and disability.

## SO 367 Gender Roles

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

## SO 355 Sociology of Health and Illness

This course explores the role of culture in the experience of illness and the development of contemporary forms of health care, both clinical and alternative forms. The course explores challenging and provocative literature and research in the growing field of sociology of health that point to the critical role of culture in causation, experience, treatment, and healing of contemporary forms of illness and disability.

## SO 367 Gender Roles

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

## **Theatre and Dance**

### TH 201 Oral Interpretation

This course offers training in awareness and responsiveness of body and voice, quickening of insight, and exercise of spontaneity through oral reading of selected materials from current and classic works. Release through movement is emphasized. Studio work.

### DA 201 Introduction to Dance

This course introduces students to the physical and theoretical foundation upon which all expressive dance forms are based. Students develop an understanding of the body as an expressive instrument and of dance as a performing art. Through the study of basic dance technique, students develop strength, flexibility, body placement, control, and sense of line.

### TH 203 Introduction to Theatre

This course introduces students to all phases of theatre: history, dramatic literature and theory, production, and management. This non-lecture course will actively involve students in learning by attending theatre performances in the Greater Boston area and watching play productions in class.

## DA 204 Movement/Physical Theatre

This course is designed to examine both the process and product of physical craft in theatre. Each class is supported by a variety of music pieces: from contemporary pop and rap to world music. Classes begin with a warm-up designed to increase strength, flexibility, and coordination. This is followed by ensemble and work focusing on the development of theatrical expression through character and story. In this playful course no dance or movement experience is necessary.

## TH 206 Women in Theatre

This course offers exploration into the range of themes and impact of contemporary plays and dramatic criticism written by women and analysis of images of women depicted in plays from ancient Greece to the present. Accomplishments of women directors and designers are also considered in this course. Research and performance projects will be required.

## TH 207 Acting

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

## TH 208 Musical Theatre, Cross-listed as MU 308.

Musical Theater explores the genre of the sung drama, including its history in Europe and the United States, its Western European cultural context, and the techniques involved in its creation and performance. Students will focus on several examples selected from throughout the history of musical theater. The course will culminate in a performance by students of excerpts from selected operas and musicals; depending on the students in the course, excerpts may include solo musical numbers, duets or trios, dramatic monologues, comedic routines, or dance numbers.

## TH 216 World Theatre in its Context

This course includes a survey of dramatic literature and theatrical practice from its origins to the present. Particular attention is paid to Asian, African, Caribbean, European, and Latin American traditions. Students will examine theatre as an art form, an institution, and a social force. The course will give students the tools to begin their own research into specific theatrical periods, artists, and styles in world theatre. The class will culminate in research and performance projects.

### TH 311 (HI 311) Oral History and Performance

Students will engage in the process of creating a documentary theatre script. The focus will be on combining oral histories with research on a specified historical event and theatrical period. Students will learn methods and gain practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

### DA 319 Styles of Dance in World Cultures

This course offers students a study of dance styles including those from African, Asian, European, Caribbean, and Native American traditions. Students will engage in creative projects in discovery and exploration of movement and imagery. The focus will be on incorporating styles of dance into choreography for the modern stage.

### DA 320 Choreography

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

### TH (EN) 304 Study Abroad: Topics in Literature and Theatre

Students will travel to a selected location such as London, Dublin, or Greece for intensive study of the literature and drama of that culture. The course will include guided tours of theatrical and literary sites and an in-depth study of a variety of literary works and plays in performance, as well as attendance at theatre performances and lectures and completion of assigned papers.

### TH 325 Drama as a Learning Medium

This course examines the use of drama as an effective tool for learning and will consider the history and scope of the international Drama-in-Education movement. Topics will include: assessment of learning needs, drama methods and techniques, practical applications for the classroom and professional settings, creation and implementation of interactive drama structures, and evaluation.

## TH 320C Special Topics: Playwriting

This course provides students the opportunity to develop a stage play. Students will increase their understanding of story structure, while developing their individual voice and gaining play writing technical skills. All students produce a completed treatment, script outline, and first draft of a stage play. Because every writer has an individual working style, each student will be encouraged to develop a creative process appropriate to his or her needs and subject matter.

## 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 322 Theatre Practicum

Students participating as actors or theatre technicians in productions by the Regis College Theatre Company and Dance Company will be able to receive 3 credits by participating in three RCTC productions on a pass/fail base.

## **World Languages**

### **Spanish**

#### SP 100 Introductory Spanish for Health Sciences

This is an oral survival course for students who have never had or have had very little experience with Spanish (no more than one or two years of high school Spanish).

Emphasis is placed on speaking ability, and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Spanish-speaking world. In addition students will spend time in a community-based experiential learning setting where they will apply many of the expressions and structures learned in class. Prerequisites: No previous knowledge of Spanish (or very little experience with the language) is required. 4 credits.



### SP 101 Introduction to Spanish Language and Culture I

This course is an introduction to the study of the Spanish language and culture with attention to developing an ability to communicate in various social, cultural, and work-related settings. Attention will be paid to the rich history of the areas of the world where Spanish is spoken. The course emphasizes student interaction at the introductory level through class activities centered on Hispanic culture and history. No prior knowledge of Spanish is required.

### SP 102 Introduction to Spanish Language and Culture II

This is a continuation of SP 101 or the equivalent and features an introduction to the study of the Spanish language and culture with attention to developing an ability to communicate in various social, cultural, and work-related settings. Attention will be paid to the rich history of the areas of the world where Spanish is spoken. The course emphasizes student interaction at the introductory level through class activities centered on Hispanic culture and history. Prerequisite: SP 101 or equivalent

### SP 200 Intermediate Spanish for Health Sciences

This is an oral survival course for students who have had SP 100, more than two years of high-school Spanish or the equivalent. Emphasis is placed on speaking ability and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Spanish-speaking world. In addition students will spend time in a community-based experiential learning setting where they will apply many of the expressions and structures learned in class. Prerequisites: SP 100, more than two years of high school Spanish or the equivalent, as determined by the Regis college language faculty. 4 credits.

### SP 201 Intermediate Spanish Language and Culture I

This course continues to develop the ability to communicate in various social, cultural, and work-related settings. Additionally students develop the necessary skills to read, write, and speak about literature, culture, and current events from the Spanish-speaking world. The course emphasizes student interaction at the intermediate level through class activities centered on Hispanic culture, history, and literature. Prerequisites: SP 101, SP 102, or two or more years of high school Spanish or equivalent

## SP 202 Intermediate Spanish Language and Culture II

This course is the continuation of SP 201 (Intermediate Spanish Language and Culture). Students will continue to develop the ability to communicate in various social, cultural, and work-related settings. Additionally students will continue to develop the necessary skills to read, write, and speak about literature, culture, and current events from the Spanish-speaking world. The course emphasizes student interaction at the intermediate level through class activities centered on Hispanic culture, history and literature. Prerequisites: SP 201 or two years of high school Spanish

## SP 203 Introduction to Literature in Spanish

This course features a study of selected texts representative of the various genres and students will develop an appreciation of literary values. Classes will include practice in the oral and written use of the language as well as a brief review of grammar. Prerequisite: SP 202 or equivalent

## SP 205 Hispanic Culture

This course exposes the student to various aspects of culture in the Spanish-speaking world, as reflected in art, music, history, customs, and literature. This course is a requirement for the concentration in Hispanic studies for the major in history, world languages, and cultural heritage and is taught in English. Students in the concentration and Spanish minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 203 or equivalent. For other students there is no prerequisite.

## SP 206 Hispanic Culture 20<sup>th</sup>-21<sup>st</sup> Centuries

In this course students learn about the history of the art, literature, music and customs of the Spanish-speaking world (Spain, Latin America and the United States) with a focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries. The course begins with an overview of the 19<sup>th</sup> century independence movements in Latin America and their impact on Spain and ends with a study of the contributions by Latinos in the United States. This course is a requirement for the concentration in Hispanic studies for the major in history, world languages, and cultural heritage and is taught in English. Students in the concentration and Spanish minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 203 or equivalent. For other students there is no prerequisite.

## SP 250 Pilgrimage from Le Puy to Santiago de Compostela

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

## SP 300 Advanced Spanish for Health Sciences

This course is intended for native speakers and for students who have successfully completed SP 200, more than three years of high-school Spanish, or the equivalent. Emphasis is placed on correct and effective use of the language in both speaking and writing. Students will develop an advanced communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Spanish-speaking world. In addition students will spend time in a community-based experiential learning setting where they will apply many of the expressions and structures learned in class. Upon completion of this course with a grade of B- or above and achievement of a score of 60% or higher in the National Spanish Exam, Level 6, students will be awarded the Certificate in Spanish for Health Sciences: Advanced Proficiency. 4 credits. Prerequisite: SP 200, more than 3 years of high school Spanish, or the equivalent as determined by the Regis language faculty

## SP 301, 302 Reading Seminar

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

### SP 305 Advanced Spanish Grammar and Composition

An advanced course designed to develop clarity of expression in the written language, intensive review of grammar, and extensive writing assignments. Prerequisite: SP 202 or equivalent

### SP 306 Advanced Conversation

This intensive course is designed to develop fluency with emphasis on vocabulary for business, medicine, travel, and food. Prerequisite: SP 305 or equivalent

### SP 307 Theatre: From the Golden Age to the Present

This course offers an examination of theater including works by Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others. Prerequisites: SP305, SP 306, or equivalent

### SP 308 Spanish Writers of the Nineteenth Century

This course introduces students to the most famous literature from nineteenth-century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. Students should plan to read stories by the satirist Larra, love poetry by the romantic Bécquer, novels by the superb writer Galdós, a Don Juan play by the dramatist Zorrilla, stories by the woman writer Pardo Bazán, and other writings from that century. The readings will be discussed and analyzed along with multi-media presentations relevant to the course. Prerequisites: SP 305, SP 306 or equivalent

### SP 311 Latin American Literature

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

### SP 312 Latin American Literature

This course studies the development of literary trends in Latin America from the Modernist period through today. The texts read and discussed represent the political, social, and cultural developments in Latin America that characterized and defined the countries and the people that comprise the territory. The course ends with the study

of one of the novels by Colombian writer Gabriel García Márquez. Prerequisites: SP 305, SP 306 or equivalent

#### SP 314 Latin American Cinema in the Global Context

Latin American films have gained increased visibility around the world in the 21<sup>st</sup> century. This interdisciplinary course seeks to review and analyze the evolution of contemporary Latin American cinema providing original views of major films and supporting readings to learn about the richness and complexities of Latin American culture and societies. The films selected will expose students to emerging issues such as diaspora, immigration, displacement, the environment, and the political and social unrest experienced in the region in recent years. The course is taught in English. Students taking this course for Spanish credit are required to submit written work in Spanish. Prerequisites for Spanish credit: SP 305, SP 306, or equivalent

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

In this course, students will examine recent Spanish literature in its various genres (novel, short story, poetry, and drama) from the twentieth century to the present. Famous writers such as Lorca, Guillén, Salinas, Matute, Delibes, Machado, Alberti, Unamuno, Goytisolo, Cela, Fuertes, Martín Gaité, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined. Prerequisites: SP 305, SP 306 or equivalent

#### SP 320 (ID 220) Environmental Justice in World Literature

This course will focus on literature from different areas of the world that represents the intersection of environmental issues and various systems of social injustice, such as racism, sexism, and economic inequity. Primary texts include novels, short stories, essays, poems and oral stories from authors from pre-Columbian times to the present, and from diverse racial and national locations such as the United States, Great Britain, Spain, Italy, Nigeria, Colombia, Chile and Guatemala. An eco-critical approach will guide students through the interpretation of the readings, which will be complemented by several documentaries that address questions relevant to global ecology and international perspectives on nature. The course is taught in English. Students taking this course for Spanish credit are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 300 or equivalent. Prerequisites for English credit: EN 105, EN 106 with permission of the instructor, or EN 211.

## SP 325/EN 325 Latinx Writers in the United States

This course studies the literary contributions from the major immigrant groups that constitute Latinx communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, Dominicans and Central Americans. Students will explore how writers represent issues of ethnic, linguistic, sexual and mythological identities. Subjects addressed include immigration, bilingualism, transculturation, border culture, gender relations, and the evolution of a queer conscience. The course is taught in English. Students taking this course for Spanish credit are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 300 or equivalent. Prerequisites for English credit: EN 105, EN 106 with permission of the instructor, or EN 211.

## SP 401 Senior Coordinating Seminar

This course focuses on the development of the fantastic genre in Latin American short fiction. Readings include the works of precursors of the genre in the twentieth century such as María Luisa Bombal, Felisberto Hernández, and Horacio Quiroga; masters of the fantastic such as Jorge Luis Borges and Julio Cortázar; and, as examples of varied modes of the fantastic, the works of such writers as Carlos Fuentes, Alejo Carpentier, Juan Rulfo, and Gabriel García Márquez. Prerequisites: SP 305, SP 306 or equivalent

## SP 402 Senior Coordinating Seminar

This course focuses on women writers from Latin America. Students engage in research of a specific topic of study, which becomes the focus of analysis of poetry, short stories, novels, and/or essays by women writers. Students are exposed to the latest theoretical trends in literary criticism. Prerequisites: SP 305, SP 306, or equivalent

## SP 409, SP 410 Individualized Study

## ID 320 Theory and Methods of Foreign Language Teaching

For course description see Interdisciplinary Course listing.

## Italian

## IT 101 Introduction to Italian Language and Culture I

Italy has been very successful at branding itself as a source of authentic traditions and style. Students will study the Italian language, history, and culture through a

celebration of Italian cultural icons and ways of life. Students will develop basic language skills in listening, speaking, and reading. The course emphasizes student interaction through class activities centered on Italian food and art, fashion, and movies. No prior knowledge of Italian is required.

#### IT 102 Introduction to Italian Language and Culture II

This is a continuation of IT 101 or an equivalent course. It is an introduction to the study of the Italian language and culture, with special attention paid to its traditions and innovations, to its creativity and technology, and to its place in a global world. Students will develop improved language skills in listening, speaking, and reading. The course emphasizes student interaction through class activities centered on Italian food, art, history, and politics. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit for a total of four credits. Prerequisites: IT 101 or equivalent

#### IT 205 Contemporary Italy through Film

The aim of this course is to gain an understanding of contemporary Italian society and culture by viewing, reflecting on, and discussing Italian films of the last six decades. The class will analyze several films to learn about key events that have shaped the national identity of contemporary Italy. This course is a requirement for the concentration in Mediterranean studies for the major in history, world languages, and cultural heritage and is taught in English. Students who wish to earn credit towards a foreign language course will complete the written work in Italian; otherwise, written work will be completed in English.

#### IT 302 Introduction to Italy's Linguistic History

This course offers an introduction to Italy's linguistic history: the study of the language's changes and the social and historical motivations for these transformations. We will trace the story of Italian across approximately 2,000 years, from its Latin roots to its current form. This introduction to diachronic linguistics will show how language influences communication and how it forms and negates social identity and group membership. Moreover, in the case of a country with a long and fragmented political history like Italy, language represents the organization of cultural beliefs and ideologies and develops a common cultural representation of the political and social worlds. This course is a requirement for the concentration in Mediterranean studies for the major in history, world languages, and cultural heritage and is taught in English. Prerequisites: sophomore status



## **Haitian Creole**

### **WL 100 Introductory Haitian Creole for Health Sciences**

This is an oral survival course for students who have never had or have had very little experience with Haitian Creole. Emphasis is placed on speaking ability, and students will develop a basic communicative competence in Haitian Creole through a series of lessons designed specifically for today's health professional. Issues of cultural sensitivity are discussed.

## **Portuguese**

### **PG- 100 Introductory Portuguese for Health Sciences**

This is an oral survival course for students who have had little to no experience speaking Portuguese (no more than one year). Emphasis is placed on speaking ability and students will develop a basic communicative competence in Portuguese through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Portuguese- speaking world. No previous knowledge of Portuguese (or very little experience with the language) is required.

## **Interdisciplinary Course Descriptions**

### **ID 110 Exploring the Humanities (Fall)**

This course is centered on the key inquiry: How do the humanities help us understand the world and our role in it? Selected readings will introduce students to some of the most influential works in the humanities and will allow them to explore the broad range of the humanities as reflected through the written word, visual culture, oral culture, and performance. In addition, this course will include various critiques of the humanities and opportunities to explore new directions in the humanities.

### **ID 116 Solving Complex Problems Through Research**

Solving Complex Problems through Research is designed to provide students with the opportunity to investigate various topics through different lenses. Students will study ways by which researchers pose questions and acquire and evaluate information to help answer those questions. Students will learn about both qualitative and quantitative design and research as they ask and answer questions. Several theoretical approaches and ethical responsibilities of conducting research will be discussed.

## ID 206 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 film making is also examined.

## ID 208 Integrating the Elementary Curriculum

Principles of curriculum and instruction are discussed and applied from an interdisciplinary viewpoint. The design of units is used as synthesizing agent. Emphasis is placed on the teacher as creative inquirer and the classroom as a community of learners.

## ID 209 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.

## ID 212A Strategies for Academic Success

This course is designed to prepare students to experience increased academic success and to acquire the knowledge and skills that would prepare them to serve as mentors for other students. The structure of the course address both content and methodologies appropriate for assisting students to achieve academic success at the college level.

## ID 212B Strategies for Academic Success: English Language Learners

This course is designed to prepare English Language Learner students to experience increased academic success and to acquire the knowledge and skills that will prepare them to serve as mentors and tutors for other students. The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level.

## ID 212C Strategies for Academic Success: Transfer Students

This course is designed to prepare transfer students to experience increased academic success and to acquire the knowledge and skills that will prepare them to

serve as mentors for other students. The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level.

#### ID 212D Strategies for Academic Success: Leadership for Tutoring and Mentoring

This course is designed to prepare students to experience increased academic success and to acquire the knowledge and skills that will prepare them to serve as mentors and tutors. The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level. A visit to observe peer tutoring in the Learning Commons is required.

#### ID 214 Environmental Studies: People, Planet, and Prosperity

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

#### ID-218-01 Living & Dying Through Pandemic

COVID-19 has had a revolutionary impact on virtually all fields of study. It will affect all populations across the globe well into the future. Through a social justice lens, this interdisciplinary online hybrid class provides the most current information to teach students about viruses and the history of pandemics, contemporary issues surrounding the crisis, and future challenges/opportunities. It will draw upon the expertise of a cross-section of Regis College faculty and include topics such as biology, ethics, epidemiology, art, history, public policy, public health systems, equity, social determinants of health, physical and mental health, and economic impacts. Through interactive discussions and activities, as well as current media and literature, students will be exposed to a variety of information and perspectives.

#### ID 219A Co-Curricular Learning: Reading and Translation

This is a 1-credit course designed for students to demonstrate reading proficiency in a world language which is appropriate to their major and/or concentration (the level of

required proficiency will also be determined by the major and/or concentration). The course will introduce students to various styles of writing in the particular language, helpful tools and technologies, and strategies for successful reading and translation. At the end of the semester each student will be required to translate a work from a world language (other than Modern Standard English) into Modern Standard English. Successful completion of this will be used to document the student's reading proficiency in a second language.

#### ID 219B Co-Curricular Learning: Food and Culture

This is a 1-credit course designed for students to engage dialogs connecting perceptions of identity (personal and collective) and food from production and preparation to consumption. Using an interdisciplinary lens, students will explore a central question concerning people, food, and "authenticity."

#### ID 220/SP 320 Environmental Justice in World Literature

This course will focus on literature from different areas of the world that represents the intersection of environmental issues and various systems of social injustice, such as racism, sexism, and economic inequity. Primary texts include novels, short stories, essays, poems and oral stories from authors from pre-Columbian times to the present, and from diverse racial and national locations such as the United States, Great Britain, Spain, Italy, Nigeria, Colombia, Chile and Guatemala. An Ecocritical approach will guide students through the interpretation of the readings, which will be complemented by several documentaries that address questions relevant to global ecology and international perspectives on nature.

#### ID 221 Photography I

Digital Photography I introduces the student to and develops basic proficiency in four areas of digital photography: the modern digital camera, the professional photography studio, the modern digital darkroom, and the publishing of the photographic images via digital distribution and the printing of the photographic image. Professional vocabulary is developed enabling students to engage in the formal critique of photographic images. Students should have access to a digital camera with manual control of exposures.

#### ID 244/CO 244 World Cinema & Hollywood's Shadow

This course examines international cinema from the silent era to the 21<sup>st</sup>-century. Our focus will be how film enacts, challenges, and represents both cultural and aesthetic ideology throughout history. As a secondary focus, we will discuss global film as a reaction – sometimes an embrace and sometimes a rejection – to Hollywood, genre,

and the studio system. The course will begin and end with masters of German cinema (Murnau and Haneke) and in between will examine films from Spain, France, Italy, Hong Kong, Korea, Sweden, Mexico, North Africa, and Japan.

#### ID 222 Exploring the Human Spirit

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

#### ID 224A Natural Sciences: The Physical Sciences Perspective/Lab

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

#### ID 224B Natural Sciences: Biological Perspectives/Lab

The main themes of biology will be investigated in this course. Students will study biological molecules, functions of the cell, genetics, evolution, systematics, and topics in plant and animal biology. These topics will be related to current events including genetic testing, cancer, and emerging infectious diseases. A laboratory component will strengthen the students' understanding of these biological principles.

#### ID 228 The Challenge of Wellness: Multidisciplinary Perspectives

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

#### ID 230 The Interdependence of Healthcare Professions in the U.S.

This course examines the foundations of the present day healthcare system in the United States and the roles of the different healthcare professions within it. The collaborative aspects of the healthcare professions along with trends and opportunities in the field will be addressed. Topics important to healthcare will be

considered, including ethics, culture, professionalism, communication, and health disparities.

#### ID 234 Digital Scholarship (Spring)

This course will focus on the process of learning, and then applying, the various methodologies of digital scholarship, with an emphasis on the humanities/social sciences. The course readings, workshops, and discussions will be aimed at exposing students to the (sometime competing) philosophies and the (quickly evolving) practices of this emerging field. Beyond course readings on designing, interpreting, and understanding digital media, students will also critically engage with and use a range of digital tools and resources. In the spirit of “crowd sourcing” and the public-spirited nature of digital scholarship, students will take on the responsibility of teaching each other about digital tools over the course of the semester. Students will also be required to propose, design, and implement a project using the methods and theories of digital scholarship.

#### ID 235 Digital Scholarship Practicum

This 1-credit course will focus the application of digital scholarship methodologies, with students partnering with a pre-selected cultural institution to implement a digital scholarship project. Prerequisite: ID 234

#### ID 236 Introductory Astronomy

This course introduces students to the fundamental aspects of the history, philosophy, and science of the astronomical universe. It will provide students an opportunity to learn and appreciate the world of astronomy and how it relates to their other studies, their careers, and their lives as citizens and professionals. Students will discover the phenomena of our solar system and beyond—planet and moons, asteroids and meteors, stars and black holes, constellations and galaxies and several other phenomena. Prerequisites: EN 105. 4 credit lab course

#### ID 238 Myth, Folklore, and Oral Tradition

This course will introduce students to a variety of genres, concepts, and theories associated with myth, folklore, and oral traditions. It will discuss works from a variety of cultures and will focus on themes and symbols that are common cross-culturally as well as those which diverge from the more universal narratives. Students will consider the value of these “tales” as a means for remembering and understanding collective worldviews. Ethno-poetics and the nature of creativity and artistic expression will also be explored as these relate to the construction of personal and group identities. Recommended to be taken in the sophomore year.

## ID 240 Popular Culture & American Society

This course is designed to introduce students to a variety of critical and theoretical approaches used in the study of popular culture and the history of the development of popular culture in the United States from the middle of the nineteenth century to the present. Pertinent examples of popular culture will be screened in class as appropriate. The historical contexts for various popular culture forms will be as important as the analysis of the forms themselves. The overall objective is to explore how popular culture both reflects and shapes American society.

## ID 241 Screenwriting

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

## ID 300 Film Theory and Criticism

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

## ID 304 Exploring Ethics

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

## ID 308 (RS 308) The Medieval Vision

This course offers students an interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundation. Added insights from a variety of disciplines supplement in and out-of-class experiences so that students will come to



an understanding of a world with a vision of reality notable for its unity.

#### ID 309 Methods of Social Research (spring: odd)

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

#### ID 320 Theory and Methods of Foreign Language Teaching

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

#### ID 323 Photography II: Advanced Techniques

This is a course that will build upon basic photography knowledge and techniques. This hands-on course will cover the more complex aspects of exposure, printmaking skills, lighting, and composition while increasing photographic concepts and vision. Focus will be weighted heavily towards digital manipulation in programs such as Adobe Photoshop. An SLR manual camera is required. Prerequisite: CO 222 or ID 221

#### 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.

#### ID 330 Contributing to the Common Good

Contributing to the common good is designed to explore factors influencing one's choice to serve the common good, including: the range of opportunities available and

the gifts, sacrifices and tradeoffs involved in choosing to devote oneself to the common good. This interdisciplinary seminar draws on psychology, sociology, political science, history, cultural studies, philosophy, and religious studies, so that students develop a comprehensive understanding of personal, local, national, and global considerations involved in serving the common good.

#### ID 344 and 345 Museum Studies Practicum

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

#### ID 413 Internship Interdisciplinary Seminar

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

#### ID 414 Career Readiness with Intent and Impact

This seminar course combines the traditional classroom setting with the practical workplace experience of an internship. Designed to be taken to complement a second internship experience, this course focuses on the development of proactive career management with intent and impact within the context of students' real world experiences. The overarching theme is Career Readiness and how the student fits into the ever-changing world of work.

## **SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)**

Verna-Ann Power-Charnitsky Department Chair; Leslie Bishop, Manuel Cifuentes, Robert Duhainy, Upasana Kashyap, Shannon Hogan, Annela Kelly, Shari Litch Gray, Santhosh Matthew, Erin McQuaid, Kristen Willems, Danqing Xiao

The Department of Science, Technology, Engineering and Mathematics incorporates the disciplines of biology, biomedical engineering, cybersecurity and environmental sustainability. The faculty of each respective discipline is expertly trained to provide the rigorous curriculum to support the biology, biomedical engineering, cybersecurity and environmental sustainability majors as well as minors in all of these areas in addition to lab operations management and mathematics.

Housed within STEM are also the science and math courses needed for healthcare majors and the core curriculum. The STEM Department at Regis offers a broad and complete education through close interaction with faculty and small class sizes. An individualized focus of study, including internships and independent research, prepares students for a variety of career paths in biology, biomedical engineering, cybersecurity and environmental sustainability. Students have the opportunity to conduct research on campus in the areas of biotechnology, biochemistry, environmental sustainability, developmental biology, immunology, microbiology, physiology, and genetics, participate in departmental honors, and secure off-campus internships.

A degree in biology or biomedical engineering from Regis is excellent preparation for health and medical professions, graduate school, and scientific or research-focused careers.

A degree in environmental sustainability from Regis is excellent preparation for graduate school and scientific or research-focused environmental careers. A degree in cybersecurity from Regis is an excellent preparation for graduate school and scientific or research-focused cybersecurity careers.

## **Majors**

## **Biology**

## **Student Learning Outcomes**

Students should be able to:

- Develop the ability to evaluate scientific information critically, using analytical reasoning and quantitative skills.
- Assess the role of science in complex issues, including technology, society, and ethics.
- Assess the interaction and limitations of science in complex issues including technology, science, and ethics.
- Apply the scientific method in the conduct of laboratory experiments.
- Develop quantitative problem-solving skills in the conduct of lecture and

laboratory experiments.

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

### **Required for the Biology Major – Bachelor of Arts**

BI 103, BI 104, BI 209, BI 210, BI 302, BI 307, BI 401, CH 103, CH 104, CH 305, ID 413 plus four upper-level courses in biology (CH318 may count as an upper level elective).

### **Required for the Biology Major -Bachelor of Science (traditional four year degree)**

BI 103, BI 104, BI 209, BI 210, BI 302, BI 307, BI 401, CH 103, CH 104, CH 305, CH306, ID 413, MA101B, MA107, PY213, PY214 plus four upper-level courses in biology (CH318 may count as an upper level elective).

### **Required for the Biology Major - Bachelor of Science (three year degree)**

BI 103, BI 104, BI 209, BI 210, BI 302, BI 307, BI 401, CH 103, CH 104, CH 305, CH 306, ID 412, ID 413B, ID 414 , MA 101B, MA 107, PY 213, PY 214 plus four upper-level courses in biology (CH 318 may count as an upper level elective).

## **Biomedical Engineering**

### **Student Learning Outcomes for Biomedical Engineering**

Students should be able to:

- Identify, formulate, and solve complex engineering problems by applying principles of (a) engineering, (b) science, and (c) mathematics
- Apply engineering design to produce solutions that meet specified needs with consideration of (a) public health, safety, and welfare, as well as (b) global, cultural, social, environmental, and economic factors
- Communicate effectively with a range of audiences
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- Develop and conduct appropriate (a) experimentation, (b) analyze and interpret data, and (c) use engineering judgment to draw conclusions
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

## **Required for the Biomedical Medical Engineering Major**

BE 101, 110, 210, 250, 301, 302, 310, 330, 420, 421, 431X, 432X, 440, 450, 461, 481, 482, BI 209, 210, 401, one upper level BI elective, CH 103, 104, 305, ID 413/413B, MA 107, 203, 204, 255, MI 101, PY 213, 214.

## **Cybersecurity**

### **Student Learning Outcomes**

Students should be able to:

- Summarize and evaluate fundamental cybersecurity concepts, theories, and strategies as they apply to real world case studies.
- Analyze national and federal laws, policies, and guidance documents related to information assurance/cybersecurity
- Demonstrate knowledge of the social, psychological, ethical, and legal policies and requirements within the field of information assurance/cybersecurity
- Assess the philosophical, historical, ethical, behavioral, technological, legal, and policy dimensions related to cybersecurity
- Evaluate and appropriately apply different methodologies for combatting cyber security attacks
- Synthesize and apply the knowledge and skills learned through the planning implementation of an original project

## **Required for the Cybersecurity Major**

CYS 110, 210, 220, 230, 232, 234, 315, 404, 405, 407, CS 103, 104, 105, 320, ID 309, 413, MA 210, plus 1 elective PO 327 or PO 329.

## **Environmental Sustainability**

### **Program Learning Outcomes**

(More detailed student learning outcomes will be available on the Environmental Sustainability webpage.)

- Increase environmental science literacy and its application in business and personal decision-making.
- Promote engaged and problem-based learning in Earth and environmental sciences by incorporating original research through the use of field and laboratory technology.
- Integrate and apply scientific knowledge across students' interdisciplinary liberal arts and sciences and health sciences curricula.

## **Required for the Environmental Sustainability Major**

- BI 103, 104 108 or 209, ID 413, ES 200, 201, 301, 302, 304, 402, MA 210, five elective courses selected across biology, chemistry, economics, English, history, management, political science, public health and sociology (Note that prerequisites to take these courses may be required.)

## **Minors Biology**

### **Required for the Biology Minor**

BI 103-104 with labs or BI 105-106 with labs

### **Elective Courses**

Select three from BI 108 or BI 209, BI 210, BI 305, BI 306, BI 307, BI 308, BI 312A, BI 315, BI 316, BI 326, CH 315, and one seminar (either BI 302 or BI 401).

## **Biomedical Engineering**

Students in the minor in Biomedical Engineering take courses that expose them to a broad overview of the discipline. Through the curriculum, students learn about the many aspects of the engineering field and are required to communicate orally, visually and through writing their ideas to a wide audience beyond the engineering field. An interdisciplinary minor in Biomedical Engineering will expose students to the role of engineering in the health sciences and biological fields. Students who complete the minor will be equipped with experiences working with engineering students, the basic tools of the field, and the ability to collaborative work and communicate across traditional disciplinary roles in industry.

### **Required Courses:**

- BE 101, BE 110, BE 250, BE 450

### **Elective Courses**

Select three from BE 210, BE 310, BE 420, BE 421, BE 440, BE 461

## **Cybersecurity**

### **Required for the Cybersecurity Minor**

All students must take: 24 Credits

CYS 110 Introduction to Cybersecurity; Preq: CS 103

CYS 210 – Risk Analysis & Computer Threats

CYS 220 – Digital Forensics

CYS 232 – Network Defense and Countermeasures

## **Environmental Sustainability**

### **Required for the Minor**

ES 200

Three of the following four Environmental Sustainability core courses: ES 201, ES 301, ES 302, ES 304

Two of the following electives located in SAS, SBC, and SHS: BI 305, BI 326, CH 303, CH 402, PHB 200, PBH 203, PBH 206, PBH 300, PBH 307, SO 335, ID 214, EC 327, PO 345, PO 333

## **Laboratory Operations Management**

This minor is an interdisciplinary initiative that augments the existing majors in Biology, Biomedical Engineering, Business Management, Communications, Business Analytics, Digital Marketing, Financial Planning, Marketing and Communications, and Supply Chain Management with a minor in laboratory operations management through the strategic selection of electives, the creation and addition of two new three-credit courses in lab operations management, and completion of one individual study/internship and one external internship.

### **Student Learning Outcomes for Laboratory Operations Management Minor**

Students should be able to:

- apply safety and regulatory practices of basic lab management for potential future application in graduate school or industry.
- demonstrate an understanding of the ethical use of human subjects by completing an online NIH certificate regarding the Institutional Review Board's protocols on the use of human subjects.
- demonstrate an understanding of the hiring process, in both academia and industry, by producing resumes, cover letters, and a series of questions as both the interviewer and interviewee.
- demonstrate an understanding of the various aspects of maintaining a biological laboratory facility that utilizes animals in its Program.
- display a comprehensive understanding of the procedures for biological and chemical spill clean-up and disposal.

### **Required for the Laboratory Operations Management Minor**

LOM 300, LOM 301, MT 210, ID 327 or MT 251, External Internship, and Departmental Independent Study.



## **Mathematics**

### **Required for the Mathematics Minor**

MA 107, MA 203, MA 204 and any three additional math courses at the 200 level or above.

## **Biology Course Descriptions**

### **BI 103 Introductory Biology/Lab I**

This course will cover the major principles of biology from an evolutionary viewpoint. The first semester will cover the major concepts in molecular and cellular biology, microbiology, and genetics.

### **BI 104 Introductory Biology/Lab II**

This course will cover evolution, ecology, plant biology, and systematic and comparative physiology. Prerequisite: BI 103 or instructor permission

### **BI 105 Anatomy and Physiology Lab**

The fundamental facts and concepts of the normal structure and function of the human body are presented. Specific topics include integumentary, skeletal, muscular, and nervous systems. Laboratory work includes microscopic examination of cells and tissues; study of gross anatomy by dissection, models, and computer simulations; and investigations of various human physiological processes.

### **BI 106 Anatomy and Physiology/Lab**

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

### **BI 108 General Microbiology/Lab**

The general characteristics of microbes and their relationship to humans are explored, with emphasis on those that are pathogenic to humans and those that are of public health significance. This includes the biological characteristics of microbes, antimicrobial methods, and concepts of immunity, diagnosis, and treatment and prevention of infection. The laboratory experience familiarizes the student with microbiological methodology and aseptic technique.

### BI 203 Human Biology/Lab

This course includes a study of the structural and functional relationships of human organisms. Emphasis will be placed on both the normal and abnormal functioning of each system.

### BI 209 Introductory Microbiology/Lab

This course provides the student of biological sciences with an introduction to microbiology and some of its applications. The major topics are: structure, function, taxonomy, and growth of prokaryotes and eukaryotes; microbial metabolism; prokaryotic genetics; viruses; the role of microbes in disease and host defenses; and microbial ecology. The laboratory will study the practice and principles of microbial analysis, characterization, and identification. Prerequisite: BI 104 or instructor permission

### BI 210 Cell Biology/Lab

This course will focus on the structure and function of eukaryotic cells, including membrane structure and function, protein trafficking, cell signaling, cell cycle control, cytoskeleton and motility, neurophysiology, and tissue biology. Laboratory exercises include cytochemistry, protein and receptor analysis, and organelle isolation and characterization. Prerequisite: BI 209 or instructor permission

### BI 212 Pathophysiology

This course is an introduction to the basic concepts of pathophysiology. Students will examine the phenomena that cause and produce alterations in human physiologic function and the resulting human response. Upon completion of the course, students will understand pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. The course is based on illness and disease within a systems framework across the lifespan. Prerequisite: A minimum grade of C in BI 106 or permission of the instructor

### BI 302 Seminar: History of Biology

This seminar will offer a historical perspective on the origins of biology. Readings will include original primary literature as well as historical accounts and analyses. Topics include mechanisms of evolution, molecular biology, and infectious disease. Prerequisite: junior status or instructor permission

### BI 305 Ecology/Lab

This course focuses on the interactions that determine the distribution and abundance of species. Fundamental characteristics of living systems (plant and

animal) are discussed in detail from cellular through ecosystem hierarchical levels, employing an integrative, evolutionary approach. Specific topics include speciation, population genetics/ dynamics, metapopulation analysis, evolutionary and community ecology, species interactions, symbioses, habitat fragmentation, biodiversity, and biogeography. Laboratory investigations will include systematics and taxonomy of plants and animals, field sampling techniques and biodiversity assessment, population estimates and growth, mark and recapture exercises, and predator-prey cycles. Prerequisites: BI 104 and BI 210 (offered spring every other year – odd years).

#### BI 306 Neurobiology/Lab

This course focuses on the biology of nervous systems at the biochemical, cellular, system, and whole-organism levels. It will analyze structure and function of neurons, comparative and developmental anatomy of nervous systems, physiology of sensation and motor function, and neuroendocrine influences on behavior. Prerequisites: BI 210 or PS 203 or instructor permission (offered every spring).

#### 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 (offered every fall).

#### BI 308 Developmental Biology/Lab

Developmental Biology will cover an in-depth analysis of developmental systems with an emphasis on molecular and cellular interactions during developmental processes. The lab will explore laboratory experiences in experimental developmental biology and embryology. Prerequisite: BI 210 or instructor permission (offered fall every other year – even years).

#### BI 312A Animal Physiology/Lab

This course features the 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 or instructor permission (offered fall every other year – odd years).

### BI 316 Immunology/Lab

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 (offered fall every other year – odd years).

### BI 319 Virology/Lab

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 (offered spring every other year – even years).

### BI 326 Environmental Microbiology/Lab

This course will provide an understanding of the impact that microorganisms have on the environment. From a brief history of microbial evolution to the interactions that microbes have with members of the other kingdoms in biology, pertinent topics will be studied. The importance that microorganisms play in the biogeochemical cycling will be investigated. Present day interactions of the microbial population with the environment including biomass production, bioremediation of oil spills, waste management, and pest control will be examined. Students will study the role that microorganisms play in present-day biological warfare threats to life and our environment. Prerequisites: BI 209 or BI 108 and BI 210 or concurrent enrollment in BI210 or instructor permission (offered fall every other year – even years).

### BI 401 Seminar: Ethical Issues in Biology

Contemporary issues related to biological concepts and the ethical implications of these will be examined. Prerequisite: senior status or instructor permission

### BI 401C

### BI 409, BI 410 Individualized Study

ID 224B Natural Sciences: Biological Perspectives; See Interdisciplinary Courses for course description.

## Biomedical Engineering Course Descriptions

### BE 101 Frontiers in Biomedical Engineering: Bridging Medicine and Technology

The course covers the concepts of biomedical engineering and their connection with the spectrum of human activity. It serves as an introduction to the fundamental science and engineering on which biomedical engineering is based. Case studies of the impact of drugs and medical devices on society, including health disparities in medicine, the product development-product testing cycle, and government regulations. It is design for engineering, science, and non-science majors.

Prerequisite: None

### BE 110 Introduction to Biomedical Computation

Computational and mathematical tools used in biomedical engineering for the simulation of biological systems and the analysis of biomedical data. Basics of computational programming in MATLAB and Python; applications to modeling, design, and statistical and data analysis. Prerequisite: None

### BE 210 Circuits and Sensors

This course introduces students to instrumentation of bioengineering including ECG, EEG, radiological imaging, and routine biomedical laboratory measures such as blood pressure, cell counts, blood and urine tests, and statistical analysis of data. Students will discuss principles of circuits, signals and systems in the context of operating principles of bioelectrical systems at multiple physiological scales and provides the fundamental background required to interface biological systems with circuits and sensors for measurements. Topics include bioelectric measurement, signal processing, and dialysis. Prerequisites: BE101 and MA 106

### BE 250 Quantitative Physiology

An introductory course in physiological systems and feedback control theory for biomedical engineers. It aims to apply systems theory and classical feed forward and feedback control in the context of physiological systems. Prerequisite: None

### BE 301 Engineering in the Clinic

This course explores the impact of engineering on clinical medicine. Students will interact with practitioners and investigate the technological challenges that face these practitioners. Invited speakers will speak on their experience with a number of technologies to demonstrate the result of advances in biomedical engineering.

Prerequisite: None

## BE 302 Engineering Standards and Regulation

Biomedical engineering has a number of regulations and standards that continue to increase as the industry grows. This course discusses the current biomedical industry guidelines in the context of engineering design. Prerequisite: None

## BE 310 Biomechanics

This course is designed to acquaint students with concepts of stress, strain, and constitutive laws as applied to problems in biomechanics. Rigid body and deformable body mechanics will be introduced. Focus will be on basic foundations of solid mechanics using vectors, and tensors. Illustrative examples from tissue and cell biomechanics will be given where appropriate. Prerequisites: BE 110 and PY 213 and MA 203

## BE 330 Transport and Fluids for Biomedical Engineers

Covers the fundamental principles of processes and systems in which mass, energy, and momentum are transported in typical biological problems. Emphasizes momentum transport for incompressible and compressible fluids (fluid flow) and energy transport. Mass transport in the context of diffusion in for cellular function and in the delivery of drugs, systemically and organ-specific, will be studied. The methods taught are relevant to the analysis of physiological systems and separation of biological materials. Prerequisite: MA 255

## BE 420 Biomaterials

This course provides a broad overview of the field of biomaterials. Beginning with introductory lectures on biomaterials and their translation from the laboratory to the medical marketplace, it progresses to discussions of important biomaterials terminology and concepts. Materials covered are both organic and inorganic chemistries. Basic materials science lectures then emphasize material structure-property to function-testing relationships. Course concludes with introductions other topics such as material-tissue interactions and tissue engineering applications. Prerequisite: CH 305

## BE 421 Biomedical Measurements and Instrumentation/Lab

Comprehensive analysis of the principles underlying biomedical instrumentation including ECG, EEG; CAT scanning; immunohistochemistry and fluorescence platforms, and other biomedical laboratory tools. The first part of the course will focus on individual work and students will conduct labs on advanced electrical, mechanical and environmental measurements. The later part of the course will involve a team project that involves designing and executing an experiment that involves measurement, data acquisition and data analysis in human health or other bioengineering application. Prerequisite: BE432X

#### BE 431X Biomedical Engineering Lab I

This course uses experiments and simulation to explore the principles of bioinstrumentation, biomechanics, and mass and fluid transport, including circuit design, sensors, and imaging techniques. It offers students an opportunity to obtain practical, hands-on, laboratory experiences. Experimental techniques, with a focus on data acquisition, processing, and presentation, will be taught. Students will be required to relate the instrumentation techniques to clinical relevant measurements. Co-requisite: BE 330

#### BE 432X Biomedical Engineering Lab II

This course uses experiments and simulation to explore the principles of biomaterials, kinetics, and biological control systems. It offers students an opportunity to obtain practical laboratory experience and to develop technical writing and oral presentation skills. Students are asked to both design and perform experiments in the context of current fields of biomedical engineering, to discover fundamental bioengineering principles, and to develop engineering solutions through experiments using these principles. Co-requisite: BE431X

#### BE 440 Biomolecular Dynamics and Control

This course will focus on the principles of thermodynamics and kinetics applied to the analysis and design of biomolecular systems. Topics include mass and energy balances, entropy, chemical equilibria, enzyme kinetics and the effect of external fields (e.g., mechanical forces, electric potential) on biomolecular reaction equilibria and kinetics. In the latter portion of the course, these foundational concepts will be applied to natural biomolecular networks and synthetic biocircuits with the purpose of analyzing their dynamic homeostatic behavior and natural feedback and feed-forward control in the body. Prerequisite: BE210

#### BE 450 Seminar: Innovation and Translation in Biomedical Engineering

This seminar provides a historical perspective on the innovation of our modern medical technologies. Students explore the critical scientific discoveries that allowed for translation of ideas to products. Each year the engineering discoveries and historical era changes. Historical views of race, gender, religion and ethnicity and their influence on medical innovation are explored. The impact of critical therapeutics, diagnostics, and clinical processes on our society is also investigated. This seminar course serves as the capstone and review of students' e-portfolios. Prerequisite: senior status



## BE 461 Principles and Applications of Tissue Engineering/Lab

Tissue engineering involves application of the principles of biology and biomedical engineering to create artificial organs for transplantation, basic research, or drug development. This requires integration of knowledge from organic chemistry, cell biology, genetics, mechanics, biomaterials, nanotechnology and transport processes to create functional organs. This course will review basic cell culture techniques, structure function relationships, cellular communication, natural and artificial biomaterials, and the basic equations governing cell survival and tissue organization. The bulk of this course will be dedicated to the design, implementation, and analysis of experiments to grow engineered tissues. This will be an intensive lab-based course in which groups of students will choose the particular aspect of tissue engineering (e.g., scaffold choice, biochemical culture conditions, mechanical stimulation, functional readouts) they would like to pursue and perform their own experiments and analysis (e.g., biochemical, mechanical, histological) Prerequisite: BE 420 and current enrollment in BE 420

## BE 481 Biomedical Engineering Design 1

This is the first semester of a two-semester sequence focusing on the development of a project, prototyped or conceptual, that addresses a well-described problem in the field of biology or medicine. The first semester focuses on the economics of innovation, translation, and commercialization of biomedical products. Additionally, the process of ideation and brainstorming will be introduced. At the end of semester one, student teams will have developed and identified a documented clinical/biological issue and will provide a proposal for the final idea with estimated market, cost estimates, and possible experimental design for proof-of-concept and feasibility. Prerequisite: BE432X

## BE 482 Biomedical Engineering Design 2

This is the second semester of the two-semester sequence. Based on the first semester design and proposal, students will dedicate this semester to the development and prototyping of their ideas. The students will present a final project presentation and business plan as the final capstone project deliverable. Concepts including regulatory affairs approaches, intellectual property analysis, and manufacturing strategies will be introduced in this course and integrated into the final project. Prerequisite: BE481

## Chemistry Course Descriptions

### CH 103, CH 104 Chemical Structure and Reactions/Lab

This course is an introduction to the principles of chemistry, atomic and molecular theory, bonding, structure, equilibrium, and chemical reactions, with a laboratory.

Prerequisite for CH 103: QR 101 or 103 or able to enroll in MA 101B, MA107, MA 210, or MA 211. Prerequisite for CH 104: CH 103

#### CH 105 Introductory Chemistry: Nursing/Lab

This course is an introduction to the principles of general chemistry, organic chemistry, and biochemistry with laboratory for students in nursing. General chemistry topics include chemical bonding and structure, atomic theory, equilibrium, acids and bases, solutions, and radioactivity. Organic and biochemistry topics include organic nomenclature, functional groups and their properties and reactions, and biologically important molecules and their roles in the human body. Prerequisite: QR 101 or 103 or able to enroll in MA 101B, MA107, MA 210, or MA 211

#### 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 for 305: CH 104 with a minimum final grade of C-. Prerequisite for CH 306: CH 305 with a minimum final grade of C-.

#### CH 318 Principles of Biochemistry/Lab

The concepts of modern biochemistry and molecular biology are presented in an integrated form. Topics include protein and nucleic acid biochemistry, protein and nucleic acid sequencing, bioinformatics, molecular evolution, structure-function relationships, biochemical genetics, enzyme kinetics, mechanisms and control, membrane biochemistry, biochemical thermodynamics, and metabolic pathways and their control. Prerequisite: CH306 with a minimum grade of C-.

#### ID 224A Natural Sciences: The Physical Science Perspectives/Lab

See Interdisciplinary Courses for course description.

### **Computer Science Course Descriptions**

#### CS 103 Fundamentals of Computing & Networks

This course presents an overview of computer hardware, software and networks. It will provide hands-on experience using PC's and Mac Apple, spreadsheet software, Creating Web pages and effectively using the Internet.

#### CS 104 Problem Solving & Programming Fundamentals I/Lab

This course introduces methods of problem solving, development of algorithms, designing, coding, debugging, and documenting programs. Topics include program

development with objects, function calls, and implementation, selection and repetition control structures. Programming assignments in an object-oriented language.

#### CS 105 Problem Solving & 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 such as linked lists. Prerequisite: CS 104

#### CS 320 Database Systems

An introduction to the principles of database systems. Topics include data independence, relational, network and hierarchical data models, query facilities, security, and concurrent operations. Preq: CS 105 - Problem Solving & 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 such as linked lists.

### **Cybersecurity Course Descriptions**

#### CYS 110 Introduction to Cybersecurity

This course introduces students to the interdisciplinary field of cybersecurity. It covers the development of information security into cybersecurity, cybersecurity theories and its applications to nations and society. In this course, students will be presented with multiple cybersecurity technologies, processes, and procedures. They will learn about how to analyze threats, conduct risk assessments, and develop effective strategies to counter cybersecurity problems. Prerequisite: CS 103

#### CYS 210 Risk Analysis & Computer Threats

This course examines the basics of cyber threats. Strategies about how to meet these threats, methods of investigation, and counter measures, will be covered in this course. Students will engage in various exercises and case studies in which they apply methods and theories that represent best practices in the profession of cybersecurity.

#### CYS 220 Digital Forensics

This course introduces students to methods and theories regarding digital forensics. Topics include computer storage, networks, data collection, computer architecture, and principles of basic evidence gathering. Students will also learn about how digital forensics best practices are influenced by outside trends and institutions.

### CYS 230 Hacker techniques and Penetration testing

This course is an introduction to hacking tools and incident handling. Areas of instruction includes various tools and vulnerabilities of operating systems, software and networks used by hackers to access unauthorized information. This course also addresses incident handling methods used when information security is compromised.

### CYS 232 Network Defense and Countermeasures

This course is designed to be the ideal one volume gateway into the field of network defense. This course brings together thoroughly updated coverage of all basic concepts, terminology, and issues, along with the practical skills essential to network defense. The course covers core topics such as practical applications of firewalls, intrusion detection systems, encryption fundamentals, operating system hardening, defending against virus attacks, Trojan horses and spyware, Ransomware, malware, security policies, and security standards. Also the course fully addresses more specialized issues, including cryptography, industrial espionage and encryption — including public/private key systems, digital signatures, and certificates.

### CYS 234 Computer Crime & Criminal Justice

This course provides definitions, theoretical and operational contexts for understanding relationships between criminal activities and cybersecurity. A typology of computer related crime and of computer criminal tactics/strategies, and psychologies/motivations will be examined. Law enforcement counter measures will be presented with introductions to new technologies in forensic and crime fighting.

### CYS 315 Operating Systems and Computer Architecture

This course establishes the foundation for understanding information technology for a Cybersecurity career professional. 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.

### CYS 407 Cybersecurity Capstone Project

Students must design and complete their own secure software systems and evaluate other student projects by locating flaws and weaknesses in them.

### CYS404 Cyberethics, Laws and Privacy issues in Cyberspace

This course offers an overview of the legal processes involved in cybersecurity and privacy. The course also reviews common concepts in cyberspace, privacy, and the law. In addition, several federal and state laws and legal concepts that affect how governments and organizations think about cybersecurity will be reviewed. Finally,

the course offers an overview of security policies that can be used to help protect information governance and covers policy issues including organizational behavior and cyberethics.

#### CYS 405 Practicum/Internship

Students will apply their knowledge of cybersecurity methods and skills working in sites off campus. They will be under supervision during their fieldwork.

#### CYS 407 Cybersecurity Capstone Project

Students must design and complete their own secure software systems and evaluate other student projects by locating flaws and weaknesses in them.

### **Environmental Sustainability Course Descriptions**

#### ES 200 Principles of Sustainability Science for the Environment

This course offers an introduction to the concepts of environmental sustainability and the complex problems associated with sustainability. This is an interdisciplinary course where students will learn to recognize, study, and analyze complex relationships between the social, human, and environmental systems that address issues involving: climate change, pollution, environmental science, natural resources, environmental degradation, population shifts, food systems, sustainable production and consumption, lifestyles, human security and public health.

#### ES 201 Ethics and Policy in Environmental Sustainability

This course will examine the fundamental value systems (ethical, religious, and philosophical) that are at the root of many environmental issues and then analyze how these varied values translate into constructing environmental policies. Students will integrate their understanding of the complex interactions between natural and human systems to examine case studies of major environmental policies on topics ranging from regulation of pollutants, natural resource management, global climate policy, endangered species, and social justice. Students will learn to weigh the concerns of various stakeholders affected by environmental issues, and formulate policy to address concerns of human health and wellbeing, environmental preservation, and economic feasibility.

#### ES 301 Environmental Science

This course will focus on the numerous ways in which human activities and environmental processes affect each other. The effects of human activities on our air, water, soil, and other organisms will be examined, both at the small scale and at the global scale. Specific topics that will be investigated both in lectures and with laboratory experiments include air and water circulation, the fate and transport of pollutants in the environment, water treatment methods, and climate change.

Students will learn how to collect, analyze, and present a variety of environmental data, and connect this to human activities and sustainability.

### ES 302 Sustainability and Human Systems

Creating a sustainable future necessitates improving human well-being with environmentally sound and financially feasible decision making. This course will holistically explore challenging topics involving human systems and strategies for improving humanity and the environment. Topics include: systems thinking, 'wicked' problems, natural resources and life cycle assessment, industrial ecology, corporate sustainability, urban planning and transportation, community resilience, empowerment, measuring development, food systems, environmental anthropology, and environmental justice. ES 200 (Principles of Sustainability Science for the Environment) or permission of instructor is required for this course.

### ES 304 Dynamic Systems Modeling

It is necessary to understand the behavior of systems to anticipate their outcomes. This is valid from social sciences, like when promoting peaceful resolution of conflicts, or biological issues like when studying the reproduction rate of a forest. This course provides students the concept of complexity and dynamism in social and biological systems resulting in environmental outcomes. This concept is operationalized in visual modeling aided by specialized software. Students will acquire high proficiency in finding the most relevant and accurate scientific information to define the system parts and their interconnections and will develop alternative models to achieve better understanding of the system under study. After students get highly skilled gathering scientific information and managing the software with defined models, they will develop a model for the environmental dynamic system of their choice (social and/or biological). Pre-Requisite MA 210

## **Lab Operations Management Course Descriptions**

### LOM 300 Lab Operations Management I

This course focuses on the theory, practical application and evaluation of laboratory management principles and associated models in compliance and regulatory issues, safety, and ethics. Opportunities for building critical thinking, problem-solving, writing and management and professional leadership skills are provided.

### LOM 301 Lab Operations Management II

This course focuses on the theory, practical application, and evaluation of laboratory management principles and associated models regarding compliance and regulatory issues for chemical and biological safety as well as animal handling. Opportunities for

building critical thinking, problem-solving, writing and management and professional leadership skills are provided.

### **Physics Course Descriptions**

#### **PY 101 Introductory Physics for the Health Sciences**

This course is an algebra-based introduction to the topics and fundamental concepts of physics that are applicable in the various allied health professions. It covers selected topics such as forces and motion, energy, waves, sound, electricity and magnetism, the electromagnetic spectrum, optics, and a basic introduction to nuclear and radiation physics. This course is not applicable toward natural science majors that have specific physics requirements or recommendations at a more advanced level, nor does it prepare students for admission to professional programs in schools of medicine, dentistry, veterinary medicine, or pharmacy. Prerequisite: QR 101 or 103 213

#### **PY 214, 214 General Physics/Lab**

This course is 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. Co-requisite for PY 213: MA 106 or 107. Prerequisites for PY 214: PY 213 and MA 106 or 107

#### **PY 301 Radiation Physics**

This course provides a basic understanding of radiation physics, including atomic structure, radioactive decay and activity, uses of radioactivity, the interaction of radiation with matter and radiation detection and measurement. This course will also cover mathematical and scientific concepts necessary in the understanding of radiation physics. Prerequisites: PY101 and MA210.

### **Quantitative Reasoning and Mathematics Course Descriptions**

#### **QR 103F Quantitative Reasoning Finance/Lab**

#### **QR 103P Quantitative Reasoning Pre-Calculus/Lab**

#### **QR 103S Quantitative Reasoning Statistics/Lab**

This course focuses on the importance of mathematics in the real world. Topics include logic and problem solving, quantitative information in everyday life, mathematical modeling, and other real-world applications. Various sections of this course will focus on applications in different real-world settings such as biology or finance. Sections focusing on the same setting will be denoted with the same letter: F,



P, or S. The course is designed to enhance the ability of students to analyze quantitative information, and it serves as foundation for other courses in mathematics. Note: QR 103F/P/S may be 4-credit course with a Lab component attached to it. This means that in addition to the regular instruction time the students in this course will meet another 1.5 hr/week for further supplemental instructions.

#### QR105 Math: Methods in Madness

This course covers topics in discrete and finite mathematics selected from social choice, graph theory, combinatorics, probability, matrices, number theory, and/or game theory. Elementary computer programming is used for applications to the natural and social sciences. Required for this course is knowledge of the basic concepts of algebra, logic, as well as functions and their graphs.

#### MA 100A College Algebra

This course provides students a college level academic experience in Algebra that emphasizes the use of algebraic operations and functions in problem solving and modeling. It also provides a strong foundation in Algebra to prepare students for Mathematics needed in partner disciplines.

#### MA 101B Pre-Calculus/Lab

This course is designed to prepare students for calculus. The topics cover several function classes including linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions. Both algebraic and graphical techniques will be used to study these functions and their applications throughout the course. This course also introduces the concept and computation of limits which are necessary to begin the Calculus course. Prerequisite: C- or better in QR 101, QR 103 (or in QR 101A) or placement based on incoming GPA

#### MA107 Introductory Calculus/Lab

This course is designed to advance the topics of differential and integral calculus. Emphasis is placed on derivatives and integrals of algebraic and transcendental functions of one variable. The topics include derivatives, applications of the derivative, the definite and indefinite integrals, the fundamental theorems of calculus, techniques of integration, applications of the integrals, the calculus of logarithmic, exponential, and trigonometric functions and (if time permits) an introduction to ordinary differential equations. Prerequisite: MA 101A or QR103P or placement based on incoming GPA

### MA 203, MA 204 Intermediate Analysis

This course will focus on a vector analysis, curves and surfaces, functions of several variables, partial differentiation, multiple integration, line integrals, Green's Theorem, and an introduction to differential equations. Prerequisite: MA 106 or MA107; MA 203 for MA 204

### MA 210 Statistics

This course will include a study of basic principles of statistics, including descriptive methods, hypothesis tests, estimation, correlation and regression, analysis of variance and Chi-square test of independence. Emphasis will be on applications. Prerequisite: C- or better in QR 101 (or in QR 101A) or QR103 or placement based on incoming GPA

### MA 211, MA 212 Statistical Methods

This course will focus on the basic principles of statistics, including descriptive methods, classical and nonparametric tests, estimation, correlations, regression, and analysis of variance. Emphasis will be on applications and consideration of the use of the computer in statistical analysis. Prerequisite: C- or better in QR 101 or QR103 or placement based on incoming GPA for MA 211. Prerequisite for MA 212: MA 211 (Note: MA 211 without MA 212 does not satisfy the mathematics requirement for graduation.)

### MA 253 Linear Algebra

In this course students will study systems of linear equations, matrices, vector spaces, and linear transformations. They will also consider applications to the natural and social sciences. Prerequisite: MA 106 or MA107

### MA 326 Geometry

This course offers a historical introduction to geometry, Hilbert's axioms for Euclidean geometry, absolute geometry, the parallel postulate, Saccheri quadrilaterals, hyperbolic geometry, and geometric models. Prerequisites: MA 203 and MA 253

### MA 328 Number Theory

Topics for this course include: basic properties of the integers, congruences, number-theoretic functions, quadratic reciprocity, the representation of numbers, Diophantine equations, and primes. Prerequisites: MA 203 and MA 253

## MA 353, MA 354 Seminar: Algebraic Structures

These courses examine rings, fields, integral domains, and polynomial rings, groups through quotient groups, graph theory and applications. Prerequisites for MA 353: MA 204 and MA 253. Prerequisite for MA 354: MA 353

## **WOMEN'S & GENDER STUDIES**

Joyce McNickles, Program Coordinator

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 enhance the understanding of women's experience.

## **Women's Studies Minor**

### **Required for the Minor**

WS 201 and five courses representing at least three different disciplines on the approved list of women's studies courses. Please consult with the Office of Academic Affairs and review the [Regis Women's Studies website](#).

## **MASTER OF EDUCATION IN TEACHING SPECIAL EDUCATION**

### **(Moderate Disabilities) (Pre K-8 or 5-12)**

**Priscilla A. Boerger, Program Director**

### **Purpose**

The MEd program in Teaching Special Education is designed to prepare students, with various educational backgrounds, as teachers of students with moderate disabilities in either Pre K–8 or 5- 12 grade levels; including:

- those who have a bachelor's degree and wish to earn their MEd degree with initial licensure in Moderate Disabilities and,
- those who have a bachelor's degree and wish to earn their MEd degree (no licensure).

## Program Model

The MEd program in Teaching Special Education seeks to prepare teachers who can maximize students' success in inclusive settings. The program emphasizes:

- The role of the teacher as direct provider, collaborator, and connector to community-based learning.
- The context of the student as family member, classroom/school participant, and societal contributor.
- The curriculum as a means to give knowledge of the activities in which students engage in order to achieve appropriate knowledge, skills, and values.

## Course of Study

### Initial Licensure Program

Candidates with a bachelor's degree, with or without formal teaching experience, may earn their Special Education MEd degree with initial license by completing the following 30 credits:

	Credits
ED 515 Contemporary Issues in Special Education	3
ED 517 Assessment of Students with Special Needs	3
ED 518 Literacy Development Including Special Needs*	3
ED 519A/B Curriculum Adaptations/Differentiated Instruction for Students with Special Needs*	3
ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms	3
ED 523 Sheltered English Immersion Teaching	3
ED 510 Natural Sciences in the Classroom I	3
ED 512 Humanities in the Classroom I	3
ED 502 Initial Practicum/Seminar	3
ED 610 Research Seminar (for individuals not seeking licensure)	3
ED 602 Practicum/Seminar (for individuals seeking to add a license)	3

\*These two courses require pre-practicum field-based hours.

## **Course Descriptions**

### **ED 500 Child and Adolescent Development**

This course focuses on the principles of development from birth through adolescence. Family settings, classroom environments, play, curriculum, moral development, developmental diversity across cultures, and theory are covered throughout the course. Whole child approach to development engages an emphasis on cognitive, social, emotional and physical development.

### **ED 502 Initial Practicum**

The initial practicum is the culminating course for the initial license program. It offers students the opportunity to reflect, analyze, and integrate knowledge gained from coursework within the program, as well as best practices through their student experience. Candidate's performance is evaluated through the use of the Candidates Assessment of Performance (CAP) evaluation system as mandated by DESE. A total of 300 hours of field placement (PK-8 or 5-12) is required.

### **ED 502A Initial Practicum Seminar**

A required weekly seminar component is part of the ED 502 Initial Practicum course. Here candidates will discuss and address current issues as demonstrated in their classroom placements in addition to gaining additional knowledge from guest speakers who are experts in the field of education

### **ED 510 Science and Digital Literacy in the Classroom**

Every subject area has a deep rooted philosophy behind it that once uncovered will drive passion towards teaching and learning it. This course builds understanding and personal philosophies for pedagogical practices in the content areas of Digital Literacy and Computer Science, Mathematics, and Science and Engineering Technology. Learners will apply their understanding and philosophy to develop creative assessments and learning activities that build towards authentic assessments. As the world learns and grows, this course connects with leading educators and thought leaders for inspiration and continued lifelong learning. Beyond the three content areas, the course is designed for teachers to experience digital tools, learning activities, and assessments for transfer into their classrooms.

## ED 512 Humanities in the Classroom I

In this interdisciplinary course, the focus is on expanding students' knowledge of the humanities. Students will explore genres literary elements, and literary techniques in art, literature, poetry and music and look for ways to integrate the humanities into the classroom. As well, candidates will study perspectives of education and society through the expressions of art through the writing process for students with mild and moderate disabilities. Discovery in the humanities can be a basis in which teachers may develop curriculum and enhance classroom teaching for students with mild and moderate disabilities.

## ED 515 Contemporary Issues in Special Education

This course addresses the historical, philosophical, and ethical perspectives of education, services for students with special needs. Federal and state laws and regulations pertaining to special education will be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Knowledge of services provided by other agencies, such as augmentative and alternative communicative, assistive technology, development of an individualized education plan (IEP), and relevant current literature are covered in this course.

## ED 517 Assessment of Students with Special Needs

This course addresses the principles of both formal and informal 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 phonemic awareness, phonics, principals, and instructional practices through 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.

## 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 current adaptations that are most effective in the general education setting. ED 519A places emphasis on grades PK-8; ED 519B emphasizes grades 5-12.

## ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms

This course will address classroom management strategies, facilitating appropriate behavior, and meeting the social/emotional needs for students with mild and moderate disabilities. Emphasis will be placed on preventive discipline, classroom environments and techniques that have been found effective for students with special needs. Theoretical models of behavior management will be discussed and compared, including their application for preparing and maintaining students with mild and moderate disabilities in general education classrooms.

## ED 523 Sheltered English Immersion Teaching

This course is designed to prepare teachers to address the individuality of English Language Learners (ELL) including social and cultural considerations, second language acquisition processes, English Language Arts and Literacy in the PK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards and covers best practices in the field of ELL instruction. NOTE: Successful completion of this course leads to SEI endorsement through the Massachusetts Department of Elementary and Secondary Education ONLY if completed as part of the MEd in Special Education program; this is not a stand-alone endorsement course.

## ED 602 Practicum/Seminar

This course is the culminating experience in the MEd Teaching Special Education program for individuals who possess licensure through the Department of Elementary and Secondary Education (DESE) but are seeking to add a license to their portfolio. 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. A total of 150 hours field placement is required (PK-8 or 512).



## ED 604 Culturally Responsive Teaching

This course will explore the theory, research and practice of culturally responsive teaching. A critical lens is used to explore culture, equity, and access as it relates to a student's educational experience. Further investigation will focus on the current educational systems and societal relationships that influence academic success. Strategies to foster responsive communication, classroom management, and curriculum utilizing the MA Frameworks will be deepened.

## ED 610 Research Seminar

This educational seminar, specifically intended for students who are not seeking moderate special education licensure, 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 literature review surrounding a topic in their field of interest.

## **Sheltered English Immersion Teachers' Endorsement**

### **Course Focus**

Approved by the Department of Elementary and Secondary Education (DESE), this stand-alone course is intended to be taken by individuals who are currently PK-12 educators in need of earning the Sheltered English Immersion (SEI) endorsement as required by the state of Massachusetts. This course solely leads towards the SEI endorsement; it does not lead towards a degree or licensure. In addition, ED 523 cannot be taken in place of ED 524 for endorsement.

ED 524 Sheltered English Immersion Teachers' Endorsement      3-CEUs

## **MASTER OF EDUCATION IN STUDENT SUCCESS**

Priscilla A. Boerger, Program Director

### **Program Information and Curriculum Program Mission**

The mission of the MEd in Student Success, in alignment to the core values of the Sisters of St. Joseph of Boston, aims to produce educators who are equipped with the necessary skills and theoretical background to positively impact the educational experience of secondary and post-secondary students as a whole person. This program will prepare educators to work with students, who experience challenges in learning, to provide a positive experience and increase their chance of persistence.

This MEd in Student Success program is designed for individuals with a 4-year Bachelor's degree who seek to pursue a role as an academic coach; additionally, licensed K-12 teachers may be prospective students hoping to learn techniques and strategies that support them in more effective classroom instruction. Upon leaving this program, our graduates will be educators who are prepared to holistically develop and support all students, regardless of race, gender, or ethnicity, and make their lives better.

Upon successful completion of the MEd in Student Support program students, regardless of race, gender, or ethnicity, will have:

1. Developed a theory-based approach for holistic student support,
2. Developed a strong cultural competency that allows for administrators to work across identity differences,
3. Developed a practice of support that aligns and is compliant with legal standards,
4. Developed an intentional and assessment-based approach to student support,
5. Gained hands-on experience by connecting theoretical foundations,
6. Developed techniques for intentional assessment to show outcomes and results of academic support,
7. Gained an understanding of the application of the neurology of learning to an academic program, and
8. Developed the knowledge and skills to analyze and assess strategies applicable to become an academic coach or academic advisor to support student learning.

### **Course of Study**

The MEd in Student Success program is a fully on-line program comprised of 12 courses (36 credits):

ED 700 Support Skills for Students  
ED 701 Higher Education Law  
ED 703 Principles of Academic Coaching  
ED 704 Building Academic Learning Communities  
ED 705 Educating and Advocating for Students  
ED 706 Psychology of Learning  
ED 707 The Neurology of Learning and the Student Brain  
ED 708 History of Higher Education  
ED 709 Developing Values, Gratitude and Resiliency within Students  
ED 710 Contemporary Issues in Special Education – Student Success  
ED 711 Curriculum Adaptations for Students with Special Needs – Student Success  
ED 517 Assessment in Special Education

## Course Descriptions

### ED 517 Assessment in Special Education

This course will address the principles of both formal and informal 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 700 Support Skills for Students

Educators and administrators play a significant role in supporting students on campus. This course demonstrates that support is informed by the theories that guide counseling and helping professions. In this course students will gain skills and techniques that allow them to holistically support students as they progress toward degree completion. This course will prepare individuals to challenge and provide support to students in multiple phases of their enrollment at their institution.

### ED 701 Higher Education Law

Law plays a critical role in educational institutions both in how policies are created and how administrators go about their jobs. Through this course students will develop a greater understanding of how laws are passed. This course will help students to understand the impact that federal acts and laws have on the work that they do and will become informed practitioners that are in compliance with federal regulation.

### ED 703 Principles of Academic Coaching

Academic Coaching is an emerging and evolving field that is at the forefront of retention efforts in higher education. This course will teach students how to apply the most recent ideas and concepts in the field of academic coaching to their work as higher education administrators. Upon completion of this course, students will be able to holistically support students towards academic persistence, degree completion, and career success.

### ED 704 Building Academic Learning Communities

Learning communities are one way that institutions are able to increase student learning and create self-sufficient learners. In this course, students will learn the history of learning communities and the theory that guides the professionals that create and facilitate them. Students will be exposed to ideas of design thinking and

learn innovative strategies to incorporate design thinking into their work with colleagues and students. Students will engage in hands-on experience as they craft their own learning community by the conclusion of the course.

#### ED 705 Educating and Advocating for Students

Coaches and mentors working in institutes of secondary and post-secondary learning are also educators and advocates. As a coach and/or mentor, you are tasked with advocating for students that are at a disadvantage and, in turn, helping them to develop the skills needed to practice self-advocacy. In this course, you will learn how to develop students into confident learners who are able to navigate their own unique learning needs.

#### ED 706 Psychology of Learning

Learning is at the corner stone of educational institutions. Despite being engaged in learning from an early age most students don't fully understand how they learn most effectively. In this course students will focus on the relationship among educational pedagogies, curriculum, instruction, and assessment as related to new research on how to teach different cultures/populations based on the changing demographics in today's society.

#### ED 707 The Neurology of Learning and the Student Brain

Student learning is central to institutions of learning. It can happen both inside and outside the classroom, but it is always the main goal of schools and educators. In this course, students will look at the neurological underpinnings of learning as a science; the neuroscience of learning to gain an understanding of how the brain works with learning. As a result, the content covered in this course will allow students to go out into their professions and use science-based theory for how they develop and teach their students.

#### ED 708 History of Higher Education

In this course, students will examine the past, present, and future of Higher Education in both the United States and globally. By looking at historical context students will gain a stronger grasp on issues such as access, retention, inclusion, engagement and success.

#### ED 709 Developing Values, Gratitude and Resiliency within Students

Valuing is a process. Students face challenges and make decisions daily. Every day every one of us meets life situations which require us to critically think, form opinions, make decisions and take actions. This course explores the relationship between

values, gratitude and resiliency from a brain-based perspective that is translated into the learning process. As trauma has a profound effect on teaching and learning, this course offers strategies to create trauma-sensitive learning environments for students in all content areas, grade levels, and educational settings.

#### ED 710 Contemporary Issues in Special Education – Student Success

This course addresses the historical, philosophical, and ethical perspectives of education services for students with special needs. Federal and state laws and regulations pertaining to special education will be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Knowledge of services provided by other agencies, such as augmentative and alternative communicative, assistive technology, development of an individualized education plan (IEP), and relevant current literature are covered in this course.

#### ED 711 Curriculum Adaptations for Students with Special Needs – Student Success

This course will address students with moderate disabilities as well as the design or modification of curriculum, instructional materials, and general education classroom environments for these students. 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.

## **DOCTOR OF EDUCATION IN HIGHER EDUCATION LEADERSHIP**

Priscilla A. Boerger, Program Director; Lauren Bent, Associate Program Director; Heather Maietta, Associate Program Director; Barbara Appold, PT Faculty

The mission of the EdD in Higher Education Leadership program at Regis is to preparescholarly-practitioners with the skills and competencies needed to connect research with practice, lead high-performing institutions, and contribute to student learning. The program is directly aimed at working professionals in various educational and organizational settings. Built on the six pillars of diversity and inclusion (Engage, Equip, Empower, Embed, Evaluate, Evolve), the EdD program in Higher Education Leadership supports Regis' interest in preparing students for leadership and service in society as it evolves.

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

1. Are able to use self-analysis, inquiry, and purposeful reflection to continually

- improve their own practice, model and encourage these habits with educators, and create communities of practice that promote high achievement for all students;
2. Ask interesting and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results of the investigations, and communicate the results to others;
  3. Understand the dynamics of educational systems and have the ability to leverage those systems with aligned strategies for educational change by creating democratic learning communities that move educational systems towards meeting student achievement goals; uses self-analysis, inquiry and purposeful reflection to continually improve their own practice, model and encourage these habits with other educators, and create dynamic learning experiences for all;
  4. Produce high quality work while achieving at optimum levels;
  5. Are culturally competent and purposefully advocate for equity, belonging, and justice in a diverse metropolitan society;
  6. Inspire a shared vision and commitment to high student achievement informed by best practices through developing structures and processes fostering collaboration and inquiry for continuous instructional improvement;
  7. Is a practitioner-researcher who purposefully engages in inquiry and constructs knowledge that promotes equity in diverse metropolitan areas advancing the public good;
  8. Value the application of theory in practice and conducts systemic institutional inquiry, and identify critical issues using data to drive decision making; and
  9. Express ideas clearly, both orally and in writing, listens well, and exhibits ethical standards consistent with being a professional community member.

### **Carnegie Project on the Education Doctorate (CPED) Guiding Principles**

The Professional Doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice;
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;
3. Provides opportunities for candidates to develop and demonstrate collaborative and communicative skills to work with diverse communities and to build partnerships;
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions;
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry; and
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

The EdD in Higher Education Leadership at Regis offered through the School of Arts and Sciences is a fifty-one (51) credit degree program designed to be completed in a three (3) year period.

Throughout the program, students will develop foundational skills in leadership coupled with methods of inquiry. Students will build upon the broad base of knowledge gained in the program while taking specialization courses that align most closely with the student's research topic design and implement a culminating capstone project linking policy and practice. The program exposes students to cutting-edge research and context-specific best practices with an emphasis on the application of theory to practice, utilizing a problem-based learning pedagogical approach.

### **Financing**

Students enrolled in the Doctor of Education in Higher Education Leadership Graduate Program at Regis are eligible to apply for financial aid. The following funding options are available:

#### **Financial Aid – Graduate Loans**

In order to be eligible for financial aid, students must be fully accepted into the EdD program and enrolled in at least 6 credits. The Office of Financial Aid can be reached at 781.768.7270 or [finaid@regiscollege.edu](mailto:finaid@regiscollege.edu).

#### **Monthly Payment Plan**

A monthly payment plan can be established to pay tuition in installments over a semester or academic year through the Tuition Management Systems (TMS). The TMS is an interest-free alternative to lump-sum payments at bill time. There is an annual enrollment fee. Further information may be obtained from the Center for Student Services at 781.768.7270 or by calling TMS at 800.722.4867.

#### **Graduate Assistantships**

Regis graduate assistants serve in support roles within individual offices on campus while completing a graduate degree. Graduate assistants may assist with instructional responsibilities as tutors or are employed by other college departments (such as Admission, Academic Advising, or Student Services) in an entry-level capacity. More information and an application can be found at

[www.regiscollege.edu/admission/mstrs-Assistantships.cfm](http://www.regiscollege.edu/admission/mstrs-Assistantships.cfm)

#### **Tuition Remission Policy for Regis Faculty and Staff**

The Regis tuition remission program is a benefit available to Regis employees which covers the tuition cost of one on-campus undergraduate or graduate course per academic semester, for a total of four courses per academic year (See the Regis



Faculty Handbook.). To participate in the tuition remission program, employees must complete the Regis Tuition Remission Request form for Staff/Faculty. As stated on that form, the tuition remission benefit is subject to several conditions, including available classroom space and approval of instructor. The financial structure of the EdD program limits the space available for Regis employees to receive tuition remission for that program.

Specifically, the EdD program was approved in December, 2012 on the condition that a maximum of two (2) Regis employees may apply to the program and, based on acceptance, eligible for the 100% tuition remission benefit in any given year. All Regis employees have equal access to the two tuition remission spaces in the EdD program. In practice, employees interested in these spaces must complete both the EdD program application process and the tuition benefit application process.

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

<b>Foundation</b>	<b>Credits</b>
ED 801 Leadership: Discovering Your Authentic Purpose	3
ED 802 Research I	3
ED 803 Organizational Theory: Strategy and Change	3
ED 804 Research II	3
ED 805 Higher Education: Past, Present and Future Contexts	3
ED 806 Research III	3
ED 807 ED Talks: Exploring Leadership	3
ED 808 Dissertation in Practice II: Literature Review	3
ED 809 Dissertation in Practice I: Proposal	3
ED 811 Advanced Scholarly Writing	3
ED 827 Higher Education Law and Policy	3
ED 829 Co-Curricular Engagement	3
ED 830 Psychology of Learning for Higher Education Leadership	3
ED 835 Finance in Higher Education	3
ED 901 Dissertation in Practice III: Methodology	3

ED 902 Dissertation in Practice IV: Findings	3
ED 903 Dissertation in Practice V: Conclusion and Recommendations	3

### **Dissertation in Practice / Capstone Project**

The EdD in Higher Education Leadership requires a Dissertation in Practice (DiP) with a Capstone Project. Consistent with the capstone guidelines and recommendations of the Carnegie Project on the Education Doctorate (CPED), the DiP is a five (5) chapter dissertation that includes a capstone project embedded into it. It is still expected that this work will represent a seminal or substantial contribution to knowledge in which the student exhibits scholarship that is practitioner-based and policy-oriented, demonstrating the candidate's ability to conduct independent research. During the development of the DiP and Capstone Project, which is completed in the coursework within the program, students typically work independently in consultation with one full-time faculty member. A DiP/Capstone committee consisting of two Regis faculty, and one outside member serving within the topic area of study will provide guidance and advice to each candidate during the final writing of the DiP/Capstone project.

The use of a cohort model affords students the opportunity to benefit from the consistent collaboration and input of their peers throughout the program. All doctoral candidates are required to orally defend their research.

### **Course Descriptions**

#### **ED 801 Leadership: Discovering Your Authentic Purpose**

This course will examine higher education leadership and ethical issues that colleges and universities face in the twenty-first century. Students will explore theory in order to objectively assess current leadership practices, systems theory, culture, diversity and change processes as they relate to individuals and higher education institutions.

#### **ED 802 Research I**

In this introductory research course, students will acquire to become consumers of educational research through reading, understanding, and critically thinking about educational issues. This course provides students with an introduction to qualitative, quantitative, and mixed methods approaches to research as well as the opportunity to identify and discuss a problem within higher education around which they will design a research proposal.

#### **ED 803 Organizational Theory: Strategy and Change**

In this course, students will explore organizational theory, as well as strategies to lead change in higher education. Areas of focus will include organizational structure and

management, group dynamics, strategic planning, current issues in leadership, executive board relations and understanding of oneself as a leader. Through problem-based learning, students will engage in a semester long consulting project in which they will conduct a comprehensive educational program evaluation and propose innovative solutions.

#### ED 804 Research II

This research course provides an overview of research design and analysis in social and behavioral research. Emphasis is placed on understanding the process of social and educational research in field settings, developing data collection tools, producing high-quality quantitative and qualitative data, and descriptive analysis. The course content and assignments build upon readings and themes addressed in ED 802.

#### ED 805 Higher Education: Past, Present, and Future Contexts

In this course students will examine the history, accreditation, current issues and trends, and the future of higher education. Through examining the consistently changing landscape of higher education, students will explore issues such as access, retention, inclusion, engagement, and success.

#### ED 806 Research III

This course will precede the writing of chapter three in ED 902. Focusing on quantitative skills from applied statistical analysis, emphasis is placed on inferential methods acknowledging, understanding, and applying the role of uncertainty in data analysis used for testing hypotheses the researcher formulates.

#### ED 807 ED Talks: Exploring Leadership

This course is a continuation of ED 801. Students will know and apply theory in order to objectively assess current leadership practices, systems theory, culture, diversity and change processes as they relate to individuals and higher education institutions. Students will leave this thought provoking course thinking about what leadership in higher education should look like, feel like, and sound like.

#### ED 808 Dissertation in Practice II: Literature Review

This course is the development of Chapter 2 (Literature Review) of the DiP and will focus on the analysis of literature as the basis for research to make seminal contributions in the context of applied research.

#### ED 809 Dissertation in Practice I: Proposal

This course is the development of Chapter 1 (Proposal and Introduction) of the DiP which is a student centered, independent research proposal that requires the

comprehensive working-knowledge of all research courses in this culminating and integrative experience. In this first DiP course, students will identify and discuss a problem in higher education leadership, conduct a literature review, and plan a research design. Students will present their research proposal for their capstone project at the end of the course and, with committee approval, will submit materials to the Institutional Review Board (IRB).

#### ED 811 Advanced Scholarly Writing

This course is designed to familiarize doctoral students with the demands of scholarly writing, including composition and organizational skills necessary for completion of a dissertation and submission of articles for publication. Discussion of differing parameters of writing assignments, common writing errors, and structural and editing strategies will be discussed. This intensive analysis of the principles of excellent academic writing will prepare students for a range of projects including research papers, conference proposals, book chapters, technical reports, and dissertations.

#### ED 827 Higher Education Law and Policy

In this course students will explore legal issues and their impact on post-secondary institutions. Topics include but are not limited to: student legal issues, faculty governance, employment law, tort liability, and copyright law. Students will engage in a variety of problem-based learning activities, including case studies and will conclude the course addressing law and policy in higher education.

#### ED 829 Co-Curricular Engagement

This course focuses on the evolving learning-centered co-curricular experiences within higher education. Students will research student development theories to utilize a problem-based learning approach that examines the theory and application of experiential learning, including service learning, internalization, and career development. Students will explore student development theories inherent in co-curricular learning and develop a co-curricular project for possible application.

#### ED 830 Psychology of Learning for Higher Education Leadership

This course will prepare students to identify, develop and lead innovative strategies in teaching and learning in higher education. Areas of focus include the relationship among curriculum, instruction, and assessment as related to new research in the neurology of learning. Students learn to analyze key issues and challenges impacting teaching and learning in higher education, and will develop strategies for effective professional and personal development.

## ED 835 Finance in Higher Education

This course focuses on the knowledge and skills required to effectively respond to the financial changes and trends for institutions of higher education, including fiscal planning and management, enrollment management, alumni management, grant writing, and institutional advancement/comprehensive campaigning. Students will analyze and evaluate issues from multiple perspectives, including administrative, consumer, and societal.

## ED 901 Dissertation in Practice III: Methodology

This course is the development of Chapter 3 (Methodology) of the DiP; focusing on the research design and data collection. Students will also gather the necessary data to answer the research question(s).

## ED 902 Dissertation in Practice IV: Findings

This course is the development of Chapter 4 (Findings) of the DiP. Students will analyze, interpret, report, and discuss the results of the data analysis.

## ED 903 Dissertation in Practice V: Conclusion and Recommendations

This course is the development of Chapter 5 (Conclusion and Recommendations) of the DiP. Students will make recommendations for future research and educational practice based on the findings in their study.

## ED 999 EdD DiP and Capstone Continuation Course

This course is a requirement for doctoral candidates in the EdD in Higher Education Leadership program who have completed all required coursework, need additional time and advising beyond the required DiP course sequence in order to complete the Dissertation in Practice, and who are regularly using the facilities of the University for dissertation production and/or post-production, until the Dissertation in Practice (DiP) and defense have been completed. Students will register for this course for as many semesters as needed for DiP and defense completion (within the maximum 6-year program completion requirement) and are expected to meet, on a regular basis, with their DiP advisor to ensure successful completion of their research study and defense. Pre-requisites: ED 811 and ED 903

# THE SLOANE SCHOOL OF BUSINESS AND COMMUNICATION

## COMMUNICATION

Colleen Malachowski - Naomi Kooker - Courtney Cole, Undergraduate Chair

### BA IN COMMUNICATION

#### Program Learning Outcomes for Communication

Students should be able to:

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

#### Required for the Communication Major

CO 203: Introduction to Communication

Two courses in advanced writing from the following: CO 212, CO 219, or CO 220

One course in visual communication: CO 215 or CO 221

One course in oral communication: CO 204 or CO 304

Two theory courses: CO 206, CO 209, CO 303, CO 305, CO 306, CO 322, CO 332, CO 334, or CO 345

Two seminars: CO 400 and CO 401

In addition, students must complete an internship (ID 413), complete three CO electives, and complete a minor. Please consult the department web page for sample four-year degree completion plans and suggested courses on the Regis website.

## **BA IN MARKETING & COMMUNICATIONS**

### **Program Learning Outcomes for Marketing & Communications**

Students should be able to:

1. Evaluate and apply major communication and marketing theories in a global context
2. Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives
3. Prepare and present effective oral, written, and visual marketing messages including graphic design and content for websites
4. Use technology to create content across all social media platforms
5. Employ effective research, statistical, and project techniques for communicating marketing-related knowledge
6. Develop a marketing plan that integrates and applies communication- and business-related knowledge

### **Required for the Marketing & Communications Major**

Prerequisite courses: CO 203, CO 204

Required courses: CO 221 or CO 347, CO 305 or CO 306, CO 320, CO 322, CO 332, CO 334, MT 203, MT 204, MT 223, MT 352, CO 400, & CO 401

In addition, students must complete an internship (ID 413) and a SBC minor. Please consult the department web page for sample four-year degree completion plans and suggested courses on the Regis website.

### **Required for the Communication Minor**

CO 203; one additional theory course: CO 206, CO 209, CO 303, CO 305, CO 306, CO 322, CO 332, or CO 334; two courses in advanced writing: CO 212, CO 219, or CO 220; one course in oral communication: CO 204; and one additional communication elective.

### **Required for the Film Studies Minor**

Students may also choose to minor in film studies within the Communication Department. The Film Studies Minor is intended to give students a broad, yet in-depth understanding of the nature of narrative media, the technical decisions and strategies that bring it to life, and its relevance as both a result of and influence upon contemporary culture. The film studies minor consists of the following six courses:



## Required Courses

- CO 203: Introduction to Communication
- CO 208: Introduction to Film Studies plus any four of the following:

Any four of the following:

- CO/ID 207 Contemporary Film, Diversity, and Ideology
- CO 209 Media in the 21st Century
- CO/ID 213 Non-Fiction/Documentary Film
- CO/ID 247 Digital Storytelling
- CO/ID 244 Global Cinema and Hollywood's Shadow
- CO 240 Screenwriting
- CO 303 Film Theory and Horror
- SP 314 Latin American Cinema in the Global Context

## Course Descriptions

### CO 200 Media Lab

Media Lab CO200 is a 1-credit course that produces The Regis Herald, the online student newspaper of Regis College. Students will foster their creative and critical thinking through developing their reporting, research, editing, and storytelling skills across different media. Students will participate in all facets of the publishing process with an emphasis on cultivating professional skills.

### CO 203 Introduction to Communication

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

### CO 204 Public Speaking

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

### CO 206 Introduction to Public Relations: Foundations and Principles

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

techniques of the public relations profession. Prerequisite: EN 105 or instructor permission

#### CO 208: Introduction to Film Studies

This course will provide a survey of English-language (mostly American) cinema, from the silent era to the early 21st-century. We will engage with film through historical, cinematographic, theoretical, interpretive, and cultural lenses in order to chart the form's evolution and its persistent relation to the social ideologies and values that produce and consume it.

#### CO 209 Screens, Selfies, and Society: Media in the 21st Century

This course will examine the impact of the mass media on society and the relationship between society and the mass media. Special emphasis will be placed on film, television, the internet, mobile media, and production and consumption of media across platforms. Topics of special interest will include issues of diversity in media production and representation such as sexuality, gender, race, class, and ethnicity. The course will examine the pervasive almost overwhelming influence the media has around the world, including advertising, politics, globalization, and technology, and how it impacts our daily lives.

#### 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 research. Writing and project presentation skills will be stressed. Public relations, marketing, in-house communication (company newsletters, etc.), advertising, and promotional writing will be covered. Prerequisite: EN 105 or instructor permission.

#### CO 214 Introduction to Broadcasting

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

#### CO/ID 247: Digital Storytelling

This course introduces students to the concepts, contexts and tools of digital storytelling. Students will develop an understanding of the use of digital stories and storytelling techniques in mass communication contexts. Students will learn and apply

vocabulary, concepts and practices of digital story making for target audiences. They will use appropriate multimedia production tools to plan and create original digital stories.

#### CO 215 Video Production I

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

#### CO 219 Journalism

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

#### CO 220 Feature Writing

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

#### CO 221 Visual Communication

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

#### CO 222/ID 221 Photography I

Digital Photography I introduces the student to and develops basic proficiency in four areas of digital photography: the modern digital camera, the professional photography studio, the modern digital darkroom, and the publishing of the photographic images via digital distribution and the printing of the photographic image. Professional

vocabulary is developed enabling students to engage in the formal critique of photographic images. Students should have access to a digital camera with manual control of exposures.

#### CO 244/ID 244: Global Cinema & Hollywood's Shadow

This course examines international cinema from the silent era to the 21st-century. Our focus will be how film enacts, challenges, and represents both cultural and aesthetic ideology throughout history. As a secondary focus, we will discuss global film as a reaction – sometimes an embrace and sometimes a rejection – to Hollywood, genre convention, and the studio system. The course will begin and end with masters of German cinema (Murnau and Haneke), and in between will examine films from Spain, France, Italy, Hong Kong, Korea, Sweden, Mexico, North Africa, and Japan.

#### CO 240 Screenwriting

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

#### CO 303: Film Theory & Horror

This advanced course will address a variety of perspectives on film theory, which can be thought of in two ways: First, as a system for understanding and evaluating cinema as a unique form of narrative and representation, taking into account the relationship between spectator and image, visual symbolism, editing techniques, and so forth. And second, as a means of evaluating the ways that film shapes, and is shaped by, cultural norms and values. To enhance our understanding of film theory, we will engage specifically with the horror film, examining its history as both a derided and acclaimed genre. In studying horror, we will discuss the role of a variety of social, artistic, and, of course, theoretical concepts, including psychoanalysis, Marxism, gender, sexuality, anxiety, family values, and (perhaps obviously) violence.

#### CO 304 Advanced Public Speaking

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

### CO 305 Small Group Communication

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

### CO 306 Interpersonal Communication

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

### CO 320 Social Media

In this course, students will develop an understanding of the utilization and applicability of social media platforms for a variety of purposes. The course will feature theory and practice of using social media platforms, mobile communication strategies, and audiovisual and time-based media tools in social media strategically. Team projects will allow students to develop collaborative skills and demonstrate proficiency in using these communication technologies for business and professional purposes. Prerequisite: CO 221 or CS 103 (preference to CO majors)

### CO 322 Organizational Communication

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

### CO 323 Photojournalism

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

## CO 324/ID 323 Photography II: Advanced Techniques

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

## CO 332 Intercultural Communication

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

## CO-332A Comm. Across Differences (3 Credits)

This course provides an intersectional approach to understanding how difference—particularly race, culture, gender, sexuality, disability, and mental health—is constructed in and through communication. Grounded in the social scientific study of communication as human behavior related to meaning and messages, this course will teach students to engage with how these facets of identity affect and are affected by communication in contexts such as media, organizations, interpersonal relationships, and families. The course culminates in a hybrid final project that applies synthesis of academic research to public-facing communication for improving occupational fields, institutions, and communities. Prerequisites: None.

## CO 334 Advanced Public Relations

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

## CO 345 Gender and Communication

This course explores the study of communication and gender. Students will examine how communicative practices contribute to or resist the cultural construction of gender stereotypes. Students will investigate the impact of gender definitions on several relationships through an analysis of social, biological, linguistic, and cultural influences. Additionally, students will study communication behavior similarities and differences between the sexes. Prerequisite: CO 203 or instructor permission

### CO 400 Senior Research Seminar I

Senior Research Seminar I provides students with the opportunity to examine a communication issue in depth. Students will select a specific communication topic and conduct a thorough literature review and analysis on this topic in APA style.

Further, students will lead a class seminar on their topics. Through their own research and active participation in the research and seminars of their class colleagues, students will integrate the seminar topics, other communication courses, and internship experiences to gain a broader understanding of the discipline. Prerequisite: CO or MCO major and senior standing

### CO 401 Senior Research Seminar II

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

### ID 413 Internship Interdisciplinary Seminar

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

### CO 409, CO 410 Individualized Study

## **MASTER OF ARTS IN STRATEGIC COMMUNICATION**

Colleen C. Malachowski, Program Director

### **Program Mission**

A Master's of Arts in Strategic Communication prepares students to address contemporary communication challenges through the development of advanced skills in the following areas: intercultural communication, research, sports communication, and nonprofit communication. The program prepares students to better serve and lead through the completion of a specialized Capstone.



## **Program Focus**

The overall goal of the program is for students to apply their communication skills effectively to promote the common good, as suggested by the Sisters of Saint Joseph of Boston. Students can specialize in either the Nonprofit Communication track or the Sports Communication track. All students are required to complete an internship during the last year of the program. All courses are offered in 8-week, synchronous on-line sessions.

## **Student Learning Outcomes for Strategic Communication**

Students should be able to:

- Evaluate major communication theories and apply theory in workplace settings
- Apply quantitative and qualitative research tools in professional settings
- Employ effective techniques for communicating with people of diverse cultural backgrounds
- Write clear and effective professional reports and messaging
- Collaborate in small groups using effective teamwork skills
- Design a strategic integrated marketing communication plan with new technologies in the field

The MA in Strategic Communication consists of ten courses total. All students must take the six required core courses listed below. Students can then specialize in either the Nonprofit Communication track or the Sports Communication track. Students in the Nonprofit track will be required to take four specific nonprofit classes, and students in the Sports Communication track will be required to take four specific sports communication classes. If a student does not declare either the Nonprofit or Sports track, they can take any three classes in the CO graduate program (in addition to the required six in the core and a required capstone internship) to complete a general MA in Strategic Communication degree. The courses are as follows:

## **Core Courses**

- CO 612: Health Communication
- CO 620A-01: Communicating Across Differences
- CO 622: Communication Data Analytics and Research Methods
- CO 624: Fundamentals of Communication Theory

- CO 628: Organizational Communication
- CO 630: New Multimedia Communication

### **Nonprofit Track: Required Courses**

- CO 640: Nonprofit Communication
- CO 642: Grant Writing
- CO 644: Public and Private Disasters: Crisis Communication
- CO 646A: Nonprofit Capstone

### **Sports Communication Track: Required Course**

- CO 632: Sports Communication
- CO 634: Sports Marketing and Advertising
- CO 636: Sports Writing or CO 637 Sports Reporting
- CO 638A: Sports Capstone

### **Course Descriptions**

#### **CO 612: Health Communication**

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 620A-01: Communicating Across Differences**

This course provides an intersectional approach to understanding how difference—particularly race, culture, gender, sexuality, disability, and mental health—is constructed in and through communication. Grounded in the social scientific study of communication as human behavior related to meaning and messages, this course will teach students to engage with how these facets of identity affect and are affected by communication in contexts such as media, organizations, interpersonal relationships, and families. The course culminates in a hybrid final project that applies synthesis of academic research to public-facing communication for improving occupational fields, institutions, and communities.

## CO 622 Communication Data Analytics and Research Methods

The various methodological approaches and ethical responsibilities of conducting research in communication will be analyzed. Students will study ways by which researchers find and evaluate documents and will learn about both qualitative and quantitative design and research.

## CO 624 Fundamentals of Communication Theory

This course provides an overview of major communication theories, with an emphasis on the major subfields of communication, especially those relevant to sport and nonprofit communication. Emphasis is on socialization into the field of Communication in terms of its history, theoretical development, and writing and citations style. The course culminates in an extensive state-of-the-field literature review that provides theoretical grounding for the student's course of study.

## CO 628 Organizational Communication

The focus of this survey course is on providing students with a theoretical understanding of the communication issues and problems prevalent within organizational settings. Special attention will be paid to nonprofit and sport organizations, and the course will focus on applied research, both foundational and current, as the basis for learning. Topics will include organizational structure, culture, change, diversity, leadership, and globalization. The course will help students determine strategies and tactics for reaching internal and external audiences in order to provide effective communication within organizations.

## CO 630 New Multimedia Communication

This hands-on course introduces students to some of the social media and multimedia tools that have become part of the professional writer's skill set. The course will review best practices for blogging, Facebook, Twitter and other tools as well as exposing students to video editing, photo editing and audio production for the Web.

## CO 632: Sports Communication

This course provides an overview of the organizations involved in the sports communication field. Topics include the major television and radio networks, leading magazines and newspapers, and marketing and advertising firms. Subjects include publishing, journalism, team and league media relations, college sports information, TV and radio productions, and advertising.

#### CO 634: Sports Marketing and Advertising

This course examines the range of promotional techniques being used in the modern sports industry. Topics include sponsorships, advertising, merchandizing, and the effects of commercialization.

#### CO 636: Sports Writing

This course focuses on researching and writing sports stories, including game coverage, magazine features, and opinion columns. Students will complete reporting and writing exercises.

#### CO 637: Sports Reporting

This course will focus on developing the background and understanding necessary to enter the field of sports reporting and sports media. This course will provide a practical basis for sports coverage in print, broadcast, and online media. Students will learn how to produce a range of stories in each media category, learn the basics of beat reporting, and deepen their overall knowledge of sports as it appeals to consumers of media.

#### CO 638A: Sports Capstone and CO 646A: Nonprofit Capstone

A guided practical field experience, this course allows students to apply theoretical knowledge gained in the classroom to actual work settings in the communication field. Students must complete 120 hours at a site that specializes in their selected track (i.e., either sports communication or nonprofit communication). The course will culminate in a final reflection paper in which students analyze their internship experience using their skills in theory, research methods, and report writing.

#### CO 640: Nonprofit Communication

This course will introduce students to the marketing principles that nonprofit managers need to develop and implement a marketing plan. Students will be provided with case studies in order to understand the best practices in nonprofit communication and marketing, including social media, crisis management, and working with the press.

#### CO 642 Grant Writing

In this course, students will be exposed to the best practices for researching, writing, and following up on grants and other forms of fundraising for non-profits. It covers preparation of proposals to federal and local agencies, corporations and private foundations on behalf of 501 (c3) organizations as well as schools, charity groups and similar entities. The course will provide practical experience through partnerships

with key non-profits. Students will learn how to write successful proposals including: case statement, goals and objectives, program budget, management plan and evaluation sections. Additionally, students will practice writing skills in non-profit management, such as the creation of effective fundraising letters and annual appeals.

#### CO 644 Public and Private Disasters: Crisis Communication

Crisis communication is an increasing concern for all businesses and professions. Students will explore the components of crisis communication and will study pre-crisis planning, including the formation of a crisis management team, as well as effective responses to organization crisis through timely communication. Through case studies and research, students will learn appropriate communication strategies to manage all phases of crisis.

## **BUSINESS MANAGEMENT**

John P. Christie, Undergraduate Chair; Charlene Geary; Christopher Kubik; Elizabeth Pitney Seidler

The business management, business analytics, financial planning, and supply chain management majors for undergraduates are offered in a conventional semester and degree format. Please consult the department web page for sample four-year degree completion plans and suggested courses on the Regis website.

### **Major**

#### **Business Analytics**

#### **Program Learning Outcomes for Business Analytics**

Students should be able to:

1. Know these core areas of business: accounting, management, marketing, and strategy
2. Evaluate and apply fundamental principles of data analytic systems and technologies
3. Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives
4. Use data analytics technologies to solve realistic problems
5. Employ effective research, statistical, and project techniques for communicating knowledge gleaned from data analysis
6. Develop a business strategic plan that integrates and applies business analytic-related knowledge and methods

#### **Prerequisite for the Major**

MA 212, MT 203, & MT 204

### **Required for the Major**

MT 210, MT 222, MT 230, MT 237, MT 235, MT 251, MT 330, MT 375, MT 376, MT 401, & MT 402

### **Additional requirements for the Major**

ID 413; plus a minor in communication, economics, film studies, or financial planning

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

## **Major**

### **Business Management**

#### **Program Learning Outcomes for Business Management**

Students should be able to:

1. Examine ethical issues that impact managerial decision making.
2. Apply statistical analysis and other quantitative management techniques to evaluate data, test assumptions, and make data-informed decisions from a managerial perspective.
3. Utilize a financial perspective for making business related decisions.
4. Approach business scenarios with an economic framework.
5. Evaluate multiple facets of management from a strategic viewpoint.

### **Prerequisite for the Major**

MT 203 & MT 204

### **Required for the Major**

MT 209, MT 210, MT 220, MT 222, MT 230, MT 235, MT 330, MT 340, MT 401, MT 402, EC 201, and EC 202

### **Additional requirements for the Major**

ID 413; plus a minor in business analytics, communication, economics, film studies, digital marketing, supply chain management, or financial planning

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

## **Major**

### **Digital Marketing**

#### **Program Learning Outcomes for Digital Marketing**

Students should be able to:

2. Create marketing strategies and content that promote customer engagement, loyalty, and satisfaction.
3. Analyze marketing and customer data to identify behavioral trends and effective social media and internet promotion.
4. Apply detailed knowledge of marketing technology tools and techniques to address business problems and drive growth.
5. Demonstrate standards of ethical conduct that honor the mission of Regis College and the Sisters of St. Joseph and adhere to the standards promoted by the Digital Marketing Association.

#### **Required for the Digital Marketing Major**

Prerequisite courses: MT 203, MT 204

Required courses: CO 203, CO 247, CO 320, MT 222, MT 223, MT 235, MT 352, MT 417, MT 418, MT 419, & MT 420

In addition, students must complete two internships (ID 413 & ID 414) and a minor.

Please consult the department web page for sample four-year degree completion plans and suggested courses on the Regis website.

## **Major**

### **Business Analytics**

#### **Program Learning Outcomes for Business Analytics**

Students should be able to:

1. Know these core areas of business: accounting, management, marketing, and strategy
2. Evaluate and apply fundamental principles of data analytic systems and technologies
3. Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives
4. Use data analytics technologies to solve realistic problems
5. Employ effective research, statistical, and project techniques for communicating knowledge gleaned from data analysis
6. Develop a business strategic plan that integrates and applies business analytic-related knowledge and methods



**Prerequisite for the Major**

MA 212, MT 203, & MT 204

**Required for the Major**

CYS 110, MT 210, MT 222, MT 230, MT 237, MT 235, MT 251, MT 330, MT 375, MT 376, MT 401, & MT 402

**Additional requirements for the Major**

ID 413; plus a minor in communication, economics, film studies, or financial planning

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

**Major****Financial Planning****Program Learning Outcomes for Financial Planning**

Students should be able to:

1. Know the core areas of business: accounting, management, marketing, economics, and finance.
2. Analyze a client's long-term and short-term goals in order to design beneficial financial planning strategies.
3. Apply detailed knowledge of local, state, and federal tax laws to client financial advisement.
4. Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Conduct developed by the Center for Financial Planning (CFP) Board.
5. Synthesize and effectively communicate complex financial and legal concepts to clients and other stakeholders.
6. Evaluate the suitability of various investment vehicles and financial decisions for individual clients and investor categories.

**Prerequisite for the Major**

MA 210, MT 203, & MT 204

**Required for the Major**

MT 209, MT 210, MT 222, MT 235, MT 301, MT 302, MT 303, MT 304, MT 305, MT 306, MT 307, & MT 340

## **Additional requirements for the Major**

ID 413

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

## **Major**

### **Supply Chain Management**

#### **Program Learning Outcomes for Supply Chain Management**

Students should be able to:

1. Evaluate complex qualitative and quantitative data to support strategic and operational decisions.
2. Develop comprehensive strategic and tactical plans to maximize the utility of an organization's upstream and downstream relationships.
3. Assess business processes and operations procedures relative to an organization's competitive position and competencies.
4. Utilize operational and supply chain process analysis to optimize efficiency and effectiveness and to enhance stakeholder value.

## **Required for the Major**

MT 203, MT 204, MT 210, MT 220, MT 235, MT 340, MT 405, MT 406, & MT 415

## **Additional requirements for the Major**

ID 327, ID 412, ID 413, & ID 414

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

## **Minors**

### **Business Management**

#### **Required for the Minor**

MT 203, MT 204, MT 210, MT 222, MT 223, & MT 251

## **Business Analytics**

### **Required for the Minor**

MA 210, MT 235, MT 237, MT 251, MT 375, & MT 376

## **Economics**

### **Required for the Minor**

EC 201 & EC 202, plus four additional EC designated courses (12 credits).

## **Financial Planning**

### **Required for the Minor**

MT 301, MT 302, MT 303, MT 304, MT 305, MT 306, & MT 307.

## **Supply Chain Management**

### **Required for the Minor**

MT 222, MT 235, MT 405, MT 415, MT 425, & ID 327

## **Certificates**

The Department of Business Management offers the following certificates for students who possess a regionally accredited Bachelor's degree.

### **Business Analytics**

#### **Required for the Certificate (18 Credits)**

MA 210, Statistics, MT 235, Software Applications for Business, MT 237, Introduction to Business Analytics, MT 251, Management Information Systems, MT 375, Data Analysis and Modelling for Business, MT 376, Data Mining

### **Digital Marketing**

#### **Required for the Certificate (15 Credits)**

CO 320, Social Media, MT 222, Marketing Principles, MT 352, E-Commerce

Elective Courses (choose two): CO 247, Digital Storytelling, MT 417, E-mail Marketing, MT 418, SEO & SEM, MT 419, Digital Marketing Analytics

### **Certificate in Financial Planning**

The seven-course Certificate in Financial Planning is open to students who already hold an accredited Bachelor's degree, in any field. The Certificate provides students with applied financial services skills for direct employment with banks, investment firms, law firms, insurance providers, and consulting enterprises. Upon completion of the Certificate program, students will be eligible to sit for the Certified Financial Planner (CFP®) examination and certification. It will also serve to prepare undergraduate students considering pursuit of an MBA, MSF, or other graduate study.

### **Required for the Certificate (21 Credits)**

MT 311, General Principles of Financial Planning, MT 312, Risk Management and Insurance Planning, MT 313, Investment Planning, MT 314, Tax Planning, MT 315, Retirement Savings and Income Planning, MT 316, Estate Planning, MT 317, CapstoneCourse in Financial Planning

### **Supply Chain Management**

#### **Required for the Certificate (18 Credits)**

ID 327, Project Management, MT 222, Principles of Marketing, MT 235, Software Applications for Business, MT 405, Forecasting & Logistics, MT 415, Sourcing and Procurement, MT 425, Supply Chain Practicum

### **Business Department Course Descriptions**

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

MT 200 Character Counts: Stewardship in Business (1-Credit)

This course introduces the basic business ethics issues for managerial decision-making. Relevant case studies, key scholarly articles, and media reports are reviewed and examined. The core component of the course is comparing the stakeholder vs. stockholder perspective which is emphasized throughout.

MT 203 Introduction to Leadership/Management

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

MT 204 Organizational Behavior

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

### MT 209 Financial Accounting

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

### MT 210 Managerial Accounting

This course focuses on the internal use of accounting data for planning, decision making, and control activities in a business. It provides an introduction to managerial cost-volume profit analysis, cost analysis, operational budgeting, responsibility accounting, and performance measurement.

### 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 222 Principles of Marketing

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

### MT 223 Consumer Behavior

This course provides a comprehensive overview of current thinking on consumer behavior. This course will cover the broad areas of assessing the context of consumer behavior, the psychological and sociological issues related to the field, while offering a critique of each sub-topic to give a wide-ranging view of the subject. Practical application of the theories is conducted via case study analysis.

### MT 230 Quantitative Methods for Business

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 235 Software Applications for Business

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

### MT 237 Introduction to Business Analytics

The course provides an overview of fundamental principles about how data science can provide solutions to business problems, techniques for extracting meaning from data, and general approaches of data analytical thinking. Prerequisite: MA 210 or MT 230

### MT 251 Management Information Systems

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

### MT 301/311 - General Principles of Financial Planning

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. NOTE: This course is not delivered with Moodle and students are required to use the Canvas Learning Management System.

### MT 302/312 - Risk Management and Insurance Planning

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities. NOTE: This course is not delivered with Moodle and students are required to use the Canvas Learning Management System.

### MT 303/313 - Investment Planning

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined. NOTE: This course is not delivered with Moodle and students are required to use the Canvas Learning Management System.

### MT 304/314 - Tax Planning

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. NOTE: This course is not delivered with Moodle and students are required to use the Canvas Learning Management System.

### MT 305/315 - Retirement Savings and Income Planning

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. NOTE: This course is not delivered with Moodle and students are required to use the Canvas Learning Management System.



### MT 306/316 - Estate Planning

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans. NOTE: This course is not delivered with Moodle and students are required to use the Canvas Learning Management System.

### MT 307/317 - Capstone Course in Financial Planning

This course integrates financial planning topics learned in the previous courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives. NOTE: This course is not delivered with Moodle and students are required to use the Canvas Learning Management System. Prerequisites: MT 301/311, MT 302/312, MT 303/313, MT 304/314, MT 305/315, MT306/316 or permission of the Program Director.

### MT 330 Business Law & Ethics

This course presents key business law topics for legal and ethical decision-making within the context of a business. Relevant statutes as well as landmark court decisions are examined. The perspective of ethical decision-making, regardless of legality is emphasized throughout.

### 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, MT 210

## MT 352 E-Commerce

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

## MT 374 International Marketing

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

## MT 375 Data Analysis and Modelling for Business

Data analytics is the science of examining raw data with the purpose of drawing conclusions about that data. Data analytics is used in many industries to allow companies and organizations to make better business decisions and in the sciences to verify or disprove existing models or theories. Data analytics focuses on inference, the process of deriving a conclusion based solely on what is already known by the researcher. This course will introduce students to a variety of methodologies used in data analytics. Prerequisites: MT 237, MT 235, MT 251

## MT 376 Data Mining

This course will provide a foundation to understand data mining methods and data visualization techniques by examining how these technologies provide useful knowledge that supports critical business decisions. This course will introduce fundamental data mining techniques and have students experiment with data mining applications. In addition, the course will demonstrate techniques of data visualization to allow decision makers to quickly access large data repositories and make clear decisions based on integrated information structures. Prerequisite: MT 235, MT 237, MT 251

#### MT 401 Seminar: Business Strategies I: Theories & Concepts (Capstone) (Fall)

This professional seminar involves students in discussion, evaluation and analysis of management and organizational issues. As work and managing organizations become more complex, students experience and test theory on cases and exercises. Students lead and facilitate seminar meetings using readings/cases and drawing on classical and contemporary theories of management. Prerequisite: senior status

#### MT 402 Seminar: Business Strategies II: Applications (Capstone) (Spring)

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

#### MT 405 Forecasting & Logistics

This course provides a broad overview of the planning and execution of customer demand, in two parts: forecasting (planning to match supply and demand) and logistics (transportation, warehousing, and inventory management). Regarding forecasting, students will learn to analyze demand data, construct different forecasting techniques, and choose the most suitable one for projecting future demand. Regarding logistics, students will learn how to discern among different modes of transportation; to design and set up a warehousing facility; and to develop networks that minimize costs and deliver top customer service.

#### MT 410 Independent Study

#### MT 415 Sourcing & Operations

This course provides an overview of sourcing and operations. Students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs. buy decisions, and supplier relationships. Students will also learn both the Lean Inventory methodology and the Six Sigma methodology to allow them to improve supply chain operations.

## MT 417 E-Mail Marketing

This course will teach students how to craft successful email marketing campaigns when targeting business or individual customers. Students will also learn how to use email campaigns for customer engagement and activation. Students will learn how to write emails that drive customers to take desired actions, and how to structure email campaigns for maximum effect. This course will ask students to build their own marketing campaigns to advertise an imaginary product, and to evaluate and improve existing email campaigns.

## MT 418 Search Engine Optimization and Marketing

How do you find what you're looking for on the internet? Chances are you turn to Google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course you'll learn how to optimize a website so that it shows up first on a search and how to build search ads that will drive customers to your website. This online course has optional live sessions.

## MT 420 Marketing Strategy

Marketing Strategy develops students' in-depth knowledge of strategic concepts in the field, including market research, branding & positioning, differentiation, competitor analysis, product development, supply chain management, and customer relationship management. To gain expertise in the application of these concepts to business management, students will conduct extensive research on, and create a comprehensive marketing plan and strategy for, a local business or organization.

## MT 425 Supply Chain Practicum (Supply Chain Management Capstone)

This course asks students to apply the skills they have learned in their business and supply chain management education to a series of challenges. In the first part, students solve challenges in logistics, operations, planning, and sourcing faced by a fictional company. In the second part, students will be tasked with addressing a real supply chain problem. Students will take on the role of supply chain consultants, redesigning the existing supply chain of a consumer products company with the goals of implementing lean inventory management, and using six sigma processes to improve efficiency and allow the company to bring new products to market more rapidly. At the end of the course, students will have real world experience that they can show employers as part of a larger portfolio.

## **Economics Course Descriptions**

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

### **EC 201 Principles of Microeconomics (Fall)**

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

### **EC 202 Principles of Macroeconomics (Spring)**

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

### **EC 208 Economics in Film (Spring)**

This course uses both contemporary and classic film to illustrate concepts in economics. The plots and subplots in the films will be examined utilizing economic analysis of the important economic problems society faces within a global and ethical context. As a survey course, it will cover economic concepts such as scarcity, resources, market systems, financial markets, government regulation, economic growth/recession, money and banking, competition, labor economics, specialization, and market failure.

### **EC 304 History of Economic Thought (Fall: Odd)**

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

### **EC 305 Money and Banking (Spring: Odd)**

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

### EC 323 Managerial Economics (Spring: Even)

This course focuses on the business decision making process using the methodology of behavioral economics. The course examines responses to economic fluctuations taking into account such factors as attitudes toward risk, motivation, altruism, conflict, and cooperation. Classroom experiments will be used to test behavior and decision making under varying degrees of uncertainty. Prerequisites: MT 235, EC 201

### EC 324 Economics of Sports (Fall: Odd)

This course will investigate selected issues in sports from an economics perspective, with a focus on the major professional sports in North America as well as a discussion on college sports. The course covers the business operations of the sports franchises and the market structure in sports leagues. Additional topics include economics of public financing towards the sports industry, the economics of public funding towards sports infrastructure, the benefits and costs of mega sports events, the economics of the labor markets in professional and college sports, how salaries for professional athletes are determined, labor unions and free agencies in professional sports, the economics of racial and gender discrimination towards athletes, and issues pertaining to college athletes.

### EC 326 Economics of Health Care (Fall: Even)

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

### 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: Two of the following: EC 201, EC 202, or EC 203

## **Interdisciplinary Courses for the Majors**

### 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, MA 210

#### ID 413 Interdisciplinary Internship Seminar (Fall/Spring/Summer)

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

## **MASTER OF SCIENCE IN PRODUCT MANAGEMENT**

John Christie and Courtney Cole, Program Directors

### **Program Mission**

The MS in Product Management degree is an applied business education program reflecting the belief that the utilization of managerial techniques and expertise enhances the efficiency and effectiveness of private, public, and nonprofit organizations. Therefore, this curriculum is designed to produce graduates who possess broad, practical knowledge of foundational business and leadership concepts, coupled with expertise in every aspect of the product value chain.

### **Student Learning Outcomes for the Master's in Product Management**

Students will be able to:

1. Integrate all aspects of the product management life cycle into a coherent understanding of the product management process.
2. Evaluate an organization's sourcing and production processes to identify inefficiencies and bottlenecks.
3. Develop consistent and principled ethical standards for individual and organizational conduct.
4. Communicate effectively across functional areas and hierarchies to ensure consistent processes and procedures.
5. Plan a product life cycle from inception through discontinuation.
6. A) Analyze the specific requirements of the Financial Services industry for effective product management. (Financial Services Specialization)



- B) Analyze the specific requirements of the Life Sciences industry for effective product management. (Life Sciences Specialization)
- C) Analyze the specific requirements of the Information Technology industry for effective product management. (IT Specialization)

The MSPM program consists of 30 credits, 6 prerequisite credits, 15 core credits, 6 specialization credits, and 3 capstone credits.

### **MSPM Course List:**

#### **Prerequisite Courses** (6 credits, required for all students):

- MT 545 Introduction to Product Management
- MT 550 Product Management Methodology

#### **Core Courses** (15 credits, required for all students):

- MT 660 Data Analysis and Decision Making
- MT 661 Business Communication for Product Managers
- MT 662 Product Development and Production
- MT 663 Commercialization, Market Development, and Marketing
- MT 664 Technical Strategy, Digital Service, and Service Design

**Specialization Courses** (6 credits) Students will select a specialization in either financial services, life sciences, or information technology.

#### Finance

- MT 669 Financial Product Management
- MT 670 Design and Innovation in the Finance Market

#### Pharmaceutical & Biotechnology

- MT 665 Pharmaceutical & Biotechnology Product Management
- MT 666 Design and Innovation in the Pharmaceutical & Biotechnology Markets

#### Information Technology

- MT 667 IT Product Management
- MT 668 Design & Innovation in the IT Market

**Capstone Course** (3 credits, required for all students):

- MT 671 Capstone in Product Management

## **Course Descriptions**

### MT 545 Intro to Product Management

This course provides a foundational understanding of the product management role and the scope of responsibility for the product manager. The course will explore PM processes, strategies, and tools, with an emphasis on business-focused decision-making within the Five Product Movement model.

### MT 550 Product Management Methodology

The course introduces students to the leading theoretical approaches to product management, including Agile, Scrum, Kanban, and Waterfall approaches. Students will apply these methods to real-life product management situations.

### MT 660 Data Analysis and Decision Making

Information is crucial to the role of the product manager. Collecting, mining, and analyzing data, from historical production costs to web analytics, from sales figures to customer retention rates, is central to effective product management. This course will cover essential techniques and software for managing data and explore the ways in which we can make sense of data and apply insights to practice.

### MT 661 Business Communication for Product Managers

A product manager must direct operations across multiple functional areas, at varying levels of the organization. The ability to communicate clearly and effectively with multiple stakeholders is key to success in this field. This course will develop students' understanding of the foundations of effective professional communication through readings, discussion, and oral and written work.

### MT 662 Product Development and Production

This course is centered on the vital “middle” stages of the product management lifecycle, the Development and Operations stages. This course will examine various approaches to product development and survey the production process from procurement through delivery.

## MT 663 Commercialization, Market Development, and Marketing

This course focuses on the role of the customer in shaping product management. Students will learn to evaluate marketing insights concerning customer behavior, demand, and pricing and incorporate this knowledge into a strategic approach to product development and management.

## MT 664 Technical Strategy, Digital Service, and Service Design

In this course, students will explore services and product service systems, with an emphasis on the management of the entire product life cycle for services. For their final project, students will design a digital service launch.

## MT 665 Pharmaceutical & Biotechnology Product Management

This course covers the specific needs of the pharmaceutical, biotechnology, and biomedical sectors for research-centered product management. Students will gain extensive familiarity with the rules, regulations, and best practices for the industry and with US and international approval processes, including the U.S. Food and Drug Administration (FDA) and the EU European Medicines Agency (EMA).

## MT 666 Design and Innovation in the Pharmaceutical & Biotechnology Markets

This course will focus on the crucial early stage, largely preclinical research phase in the product management life cycle in the life sciences. The course will explore emerging research techniques and innovations, such as gene splicing, bioprinting, tissue engineering, and the use of artificial intelligence in the drug discovery process.

## MT 667 IT Product Management

This course examines the product life cycle in the context of the information technology sector. The course will discuss the unique challenges, such as shorter product life cycles, continuous updating, security testing, and uncertain intellectual property protections of the IT sector and provide industry-specific tools and techniques for product management.

## MT 668 Design & Innovation in the IT Market

This course is centered on understanding the creative process in Information Technology, from ideation through beta testing, from a product management lens. Students will learn to manage standard operating procedures for software, application, and/or website development as well as scheduled and unscheduled updates.

### MT 669 Financial Product Management

This course will explore the specific needs of the financial services industry for product management, including the design, marketing, and administration of retail and business financial products. Students will gain expertise in the range of financial products, from investment to insurance, credit to savings, and in how to launch new financial services to various customer segments.

### MT 670 Design and Innovation in the Finance Market

This course focuses on the development of new financial products across the breadth of the financial services industry. Students will gain expertise in assessing the potential profitability, market demand, and selling/promotional channels for new business and retail financial service offerings.

### MT 671 Capstone in Product Management

This capstone course is centered on a term-long integrative team project, in which students will construct a complete product roadmap from ideation through the entire product management life cycle, in conjunction with faculty and industry mentors. The course will place the product management process within a holistic understanding of how marketing, R&D, procurement, manufacturing, sales, finance, IT, and other business functions impact product management.

## **PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION**

John P. Christie, Department Chair; William Koehler, Dean and Program Director

### **Program Mission**

The mission of the Professional MBA is to provide a rigorous, practically focused, and ethically defined management education to professionals in private, public, and nonprofit organizations to enable graduates to lead effectively and sustainably. The professional MBA program is available exclusively to students who have been accepted into or are currently enrolled in a Regis graduate program and Regis alumni.

## **Student Learning Outcomes for the Master's in Business Administration**

Students will be able to:

1. Apply understanding of the core areas of business—accounting, management, marketing, economics, and finance—to their chosen profession.
2. Evaluate an organization's internal and external environment in order to develop strategies to take advantage of opportunities and limit risk.
3. Develop and utilize consistent and principled standards for ethical conduct for individual and organizational conduct.
4. Articulate an approach to management and leadership that enhances morale, productivity, and retention.
5. Evaluate the suitability of various strategic initiatives for the long-term sustainability of the organization

The Professional MBA program will consist of 42 credits, including 9 waivable prerequisite credits, 18 core credits, and 15 specialization credits.

### **Professional MBA Course List:**

**Prerequisite Courses** (9 credits, waivable through prior coursework or CLEP Examination):

- EC 501 Economics for Managers
- MT 510 Financial Accounting
- MT 624 Statistics

**Core Courses** (18 credits, required for all students):

- MT 540 Financial Statement Analysis
- MT 604 Human Behavior in Organizations
- MT 608 Management Information Systems
- MT 612 Ethical Practices
- MT 611 Leadership Systems & Strategies (Capstone)
- MT 621 Marketing Strategies

**Specialization Courses** (15 credits) Students will, in conjunction with the MBA advisor and graduate advisor from the student's original program, design an individualized specialization, tailored to the student's academic and professional interests, that draws upon Regis graduate coursework from any discipline.

## Course Descriptions

### EC 501 Economics for Managers

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.

### MT 510 Financial Accounting

This course develops an understanding of financial statements, including income statements, cash flow, balance sheets, and financial statement analysis, through examination of accounting principles, procedures, and current business practices. Some computer applications with spreadsheets will apply.

### MT 540 Financial Statement Analysis

This course is designed to enhance the participant's ability to evaluate and implement financial strategies. Areas of focus are: The meaning and use of financial ratios in the internal and external evaluation of the performance of a corporation. Evaluation of investment programs (capital budgeting), including such issues as cash flow forecasting, estimation of the cost of capital and ranking of investment proposals. Evaluation of financing decisions, including the analysis of the cost and benefits of operating and financial leverage.

### MT 604 Human Behavior in Organizations

Human Behavior in Organizations places emphasis on individual, interpersonal, group and organizational concepts as applied to a variety of specific cases and situations. These situations involve the management of human resources and issues involving leadership behavior in health care and related organizations. Students learn to integrate their insights into critical incidents by collecting data, diagnosing and developing a prescription for action. Health care organizations are contrasted with other non-profit and private sector settings.

### MT 608 Management Information Systems

Presents fundamental concepts needed to manage information technology effectively. This course examines use of information technology to support operations management, decision-making and control, and strategic planning. Leadership roles include creating structures that promote integration of information for planning, decision-making, and evaluation.

### MT 611 Leadership Systems & Strategies (Capstone)

This course will utilize leadership and systems frameworks in order to diagnose, define, and prescribe solutions to complex organizational issues. To demonstrate a leader's challenge in bringing about continuous change, students will develop a change project based on an actual organizational situation.

### MT 612 Ethical Practices

This course examines the values, norms, and ethical practices of leaders in a variety of organizations. A continuum of ethical thought and practice is assessed relative to the impact on the organization and its immediate environment. Participants consider ethical frameworks in establishing a decision-making process.

### MT 621 Marketing Strategies

Provides detailed perspective of marketing as a system, including environmental scanning, marketing management, marketing research, and customer relations. This course integrates basic marketing practices with current strategic management thought.

### MT 624 Statistics

This course introduces some of the tools that enable managers to analyze information, including ways to collect, summarize, and analyze data. Topics include probability, measures of central tendency and dispersions, discrete and continuous distributions and sampling techniques. The course involves use of the computers via statistical package.

## THE SCHOOL OF HEALTH SCIENCES

### **ATHLETIC COACHING (MINOR)**

The Athletic Coaching Minor is designed to provide students with the fundamental knowledge and skills necessary to become an effective entry level coach. Students explore coaching leadership and philosophies, sport psychology, strength and conditioning techniques, and sport nutrition. Throughout the curriculum, they gain practical experience in designing, implementing, and evaluating practice plans for athletes of various ages and skill levels. Although the minor is part of the Health and Fitness Studies department, any student at Regis may add it to their degree plan.



## **Required for the Athletic Coaching Minor**

ATH 210, ATH 215, ATH 220, EXS 355, THR 203, ATH 330-334 Teaching, Coaching & Officiating a specific sport (complete at least one sport specific coaching course). Students are also required to complete HFS 208 as a co-requisite for the minor.

## **Course Descriptions**

### **ATH 210 Coaching Sports**

The purpose of the course is to assist the student in reflecting on and applying the skills needed to become a successful coach. These skills will include determining coaching goals; developing communication and motivational techniques; improving teaching techniques in sport; developing knowledge of sport ethics, law, and risk management; and increasing one's knowledge of team management principles.

### **ATH 215 Coaching Youth Sport**

Students will gain knowledge regarding psychomotor, cognitive and social characteristics of athletes aged 4-17 and learn appropriate instructional strategies for enhancing the development and performance of young athletes. The focus will be on utilizing best practices in teaching/coaching youth sport to enhance learning, improve performance, and promote a life-long enjoyment of sport.

### **ATH 220 Strength, Conditioning and Nutrition Principles for Coaches**

This course will introduce students to scientific knowledge and principles regarding strength and conditioning for athletes of various ages. Students will gain experience in performing strength and conditioning activities, correcting form, and developing appropriate training plans based on these principles. Students will gain knowledge regarding healthy nutrition for sport participation, and debunk nutritional myths. The course will include classroom and practical experiences

### **ATH 330 - 334 Teaching, Coaching and Officiating a Specific Sport\* (i.e., basketball, lacrosse, soccer, volleyball)**

Each of the following courses is designed to provide an overview of a specific sport and its rules, basic skills and progression, game strategies, development of drills and lead-up games, practice planning for various levels of performance, and peer-teaching experience. Students will also gain knowledge and skills related to officiating. Prerequisite: ATH 210 & ATH 215, or instructor permission.

\*Students are required to take ONE sport-specific course, but may choose to take more than one.

## Communication Sciences and Disorders (MINOR)

The undergraduate Minor in Communication Sciences and Disorders provides the prerequisite CSD coursework necessary to enter a master's program in Speech-Language Pathology. Coursework in biology, physical sciences, social sciences, and statistics is also needed for a master's program in Speech-Language Pathology. The minor consists of six courses which can be combined with any major. Speech-Language Pathologists work with clients of all ages and backgrounds, within a wide array of settings to assist with the development and remediation of speech, language and swallowing.

### Required for the Communication Sciences and Disorders Minor

CSD 200, CSD 210, CSD 300, CSD 310, CSD 400, CSD 401

### Course Descriptions

#### CSD 200 Introduction to Speech-Language Pathology and Communication Disorders

This course is designed to inform students about the field of speech-language pathology (SLP) and communication disorders. Students will study all the domains included in speech-language pathology and communication disorders, including normal and abnormal speech, language, and hearing in children and adults. As part of this course, students will complete 25 clinical observation hours outside of class time to become familiar with SLP session planning and/or treatment.

#### CSD 210 Phonetics

An introduction to the study of speech sounds used in the production of American English. Emphasis is placed on (1) sound to symbol transcription using the International Phonetic Alphabet, as well as (2) development of transcription, speed, and accuracy of normal and abnormal speech. Anatomy and physiology of speech mechanisms are introduced for the purpose of describing speech sound production.

#### CSD 300 Speech Science and Anatomy and Physiology of Speech Mechanisms

An introduction to the anatomy (structure) and physiology (function) of the systems and processes involved in speech production, with a focus on the respiratory, phonatory, articulatory, resonatory, and nervous systems.

#### CSD 310 Language Development

The focus of this course is the acquisition of language including phonology, semantics, morphology, and syntax. This course will also address acquisition of pragmatics, the role of social factors such as gender and ethnic background in language acquisition,

school-aged acquisition, literacy, and bilingualism. Receptive and Expressive language will be discussed.

#### CSD 400 Hearing Science

This class discusses principles of normal hearing including the anatomy (structure) and physiology (function) of the auditory system, the physical properties of sound relevant to hearing assessment, techniques for hearing assessment, and auditory disorders.

#### CSD 401 Introduction to Audiology

This course provides an introduction to audiology where the rehabilitation of hearing is the main objective. Methods of assessing and treating hearing disorders, with both children and adults, are surveyed. This includes learning about amplification devices, auditory-visual training, and modes of communication for the deaf and hearing impaired. Disorders and conditions that are a result of hearing loss are also addressed. This course includes clinical observations and laboratory experiences for students to practice the clinical techniques taught during the lecture portion of class. Prerequisites: CSD 400 or instructor permission.

## DENTAL HYGIENE

Karen Hallisey-Pesa, Program Director; Maryse Rodger, and Marissa Suarez

Dental hygiene is a medical profession in which dental hygienists assess patients for signs of oral diseases such as gingivitis and periodontitis, expose dental radiographs, clean teeth, and provide other preventive dental care. They also educate patients on ways to improve and maintain good oral health. Dental hygiene services are a treatment to maintain or increase the overall health, well-being, and functional outcomes for individuals experiencing dental disease.

The Regis College dental hygiene program is accredited by the Commission of Dental Accreditation and offers either an Associate of Science degree or Bachelor of Sciencedegree to prepare students for this fast-growing profession.

#### **Program Mission and Philosophy Statement:**

The dental hygiene program has a strong philosophical base that reflects a belief that learning is an integral part of life in which education, as a formal process, provides students with cognitive and psychomotor expertise within an overall framework of effective values.

## **Program Goals:**

To accept students into the program who have the potential for achieving the program competencies and therefore being successful in the educational setting and beyond.

To provide didactic and clinical instruction that prepares the graduate for comprehensive dental hygiene patient care.

To prepare each dental hygiene graduate in accordance with the American Dental Hygienists' Association (ADHA) Code of Ethics and within the context of the state dental practice act.

To instill the importance of providing service to the community in each dental hygiene graduate.

To promote the advancement of the practice of dental hygiene through affiliation with professional organizations.

To instill in each dental hygiene graduate the importance of and a commitment to lifelong learning.

## **Admissions Policies for Intended Dental Hygiene (IDH):**

- Students must have a minimum of a 3.0 High School Overall & Math/Science GPA.
- Candidates not meeting these criteria may be considered for admission by the Dental Hygiene Review Committee, on a case-by-case basis.
- Accepted IDH students who successfully complete the prerequisite courses have priority for admittance into the dental hygiene program over other applicants.

## **Admissions Policy for Dental Hygiene**

- All prerequisite courses must be complete by July 1<sup>st</sup> to be considered for fall enrollment into the dental hygiene program. Applicants may be considered after July 1<sup>st</sup>, provided all their prerequisites were completed with the minimum requirements necessary prior to July 1<sup>st</sup>.
- An intended dental hygiene student (student taking prerequisite courses to get into the dental hygiene program), who has received two (2) failing dental hygiene prerequisite course grades, by either receiving a course grade below the required B- (80%) or a WF for a course withdrawal, will not be admissible into the dental hygiene program. The two (2) failing grades may be due to two (2) attempts of the same course or two (2) separate courses. A withdrawal from a course when failing

("WF") is considered a failing grade attempt. Students who withdraw due to a Medical Leave of Absence (MLOA) from the university are exempt.

- Students must have at least an overall 3.0 GPA and all of the prerequisite science courses completed with at least a grade of B- or better.
- Technical standards apply for the admission into the dental hygiene program (motor skills, sensory skills, intellectual skills and behavioral skills). A complete list is available at the admissions department and on the Regis College website.
- The Regis College dental hygiene program does not admit students with advanced standing.

### **Program Requirements for Dental Hygiene:**

- In order to maintain standing in the dental hygiene program, a minimum course grade of a "C" or 73% is required to fulfill all dental hygiene courses and to progress in the program. Students must maintain no less than a 2.0 cumulative GPA while in the dental hygiene program as well.
- A dental hygiene student in the program, who has received two (2) failing dental hygiene course grades, either by receiving a course grade below the required C (73%) or a WF for a course withdrawal, will be dismissed from the dental hygiene program. The two (2) failing grades may be due to two (2) attempts of the same course or two (2) separate courses. A withdrawal from a course when failing ("WF") is considered a failing grade attempt. Students who withdraw due to a Medical Leave of Absence (MLOA) from the university are exempt. If a student in the program fails a dental hygiene course, he/she will not be able to progress to the next semester and will be required to repeat the course the following year if the student wishes to remain in the dental hygiene program.

### **Student Program Outcomes for Dental Hygiene**

Upon completion of the dental hygiene program, graduates will be able to:

**PC1 (All courses)** integrate the knowledge of basic, dental, and behavioral sciences into the practice of dental hygiene.

**PC2 (Clinical skills)** apply the appropriate clinical skills to effectively treat a diverse population of patients in the dental hygiene process of care.

**PC3 (ADPIED)** employ the principles of assessment, diagnosis, planning, implementation, evaluation and documentation (ADPIED) to the process of dental hygiene care in a variety of settings.

**PC4 (Communication)** demonstrate professional and effective communication skills in all aspects of patient care to patients with various medical, physical, psychosocial and/or cultural needs.

**PC5 (Technology, information literacy, evidence-based assertions)** utilize technology to acquire evidence based information in decision-making and patient assessment.

**PC6 (Professional Affiliation, life-long learning)** uphold the values of professional growth and development, and the importance of life-long learning through active involvement in professional organizations.

**PC7 (Community engagement, interprofessional collaboration)** promote interprofessional collaboration and active community engagement to promote oral and overall health of the public.

**PC8 (Ethical, Regulatory, Legal Regulations)** manage the ethical, legal and regulatory issues related to the practice of dental hygiene.

### **Prerequisites**

BI 105, BI 106, ID 230, BI 108, CH 105, RC 101, EN 105, EN 106, CO 204, and PS 242. All dental hygiene courses are to be taken sequentially as outlined in the curriculum.

### **Required for the Dental Hygiene AS & BS Degrees**

DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 108, DH 120, DH 148, DH 170, DH 203, DH 204, DH 205, DH 207, DH 209, DH 213, DH 214, DH 215A, and DH 220

In addition to the core curriculum, students must complete DH 310 and DH 410, in addition to a 12-credit concentration in a desired and specific area of study for the BS Degree. The courses required for the Education concentration include DH 320, DH 330, DH 332, and DH 440 (current CPR certification, RDH licensure, and Permit L licensure are required for DH 440). For the Business and other concentrations, please see academic advisor for course options.

### **Required for the Dental Hygiene AS & BS Degrees**

For the AS degree, students must successfully complete DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 108, DH 120, DH 148, DH 170, DH 203, DH 204, DH 205, DH 207, DH 209, DH 213, DH 214, DH 215A, and DH 220.

For the BS degree, in addition to the core curriculum, students must complete DH 310 and DH 410, in addition to a 12-credit concentration in a desired and specific area of study. The courses required for the Education concentration include DH 320,

DH 330, DH 332, and DH 440 (current CPR certification, RDH licensure, and Permit L licensure are required for DH 440). For the Business and other concentrations, please see academic advisor for course options.

## **Course Descriptions**

### **DH 101 Dental Hygiene Theory I**

This course provides the history and foundation of clinical dental hygiene practice. The student will be introduced to the basic principles and skills necessary to provide oral health care. Emphasis is placed on such topics as: disease transmission and control; importance of detailed medical histories; measuring and recording vital signs; etiology and recognition of dental caries; stains; hard and soft deposits; intra oral and extra oral examinations; the dental hygiene treatment plan; indices and scoring methods; biofilm management; fluoride treatments; and sealants. This course will introduce material that will be applied in the Pre-Clinical and Clinical Dental Hygiene courses to follow. Prerequisite: enrollment in the dental hygiene program and current CPR certificate for Healthcare Provider.

### **DH 102 Medical Emergencies**

Since the dental office is one of the major locations where people exhibit anxiety, medical emergencies may occur. This course teaches the Dental Hygiene student how to handle medical emergencies that may occur in the dental office, such as syncope, adrenal insufficiency, hyperventilation, asthma attacks, diabetic coma, insulin shock, CVA, epileptic seizures, anaphylaxis, angina pectoris and heart attacks. Emphasis will also be placed on oxygen delivery, emergency cart components, respiratory distress, congestive heart failure, drug related overdoses, rheumatic heart disease, heart murmurs, endocarditis, congenital heart defects, liver disorders, renal failure, organ transplants and blood disorders. Labs involve executing the role of each team member during role-playing emergencies in a clinical setting. Prerequisite: DH 101 and current CPR certificate for Healthcare Provider.

### **DH 103 Clinical Dental Hygiene I**

Instrument design and use, ergonomics, and infection control provide the didactic foundation for the pre-clinical lab. Lab: Hands-on application of techniques for the prevention of disease transmission, scaling, polishing, and oral health education for the prevention of dental disease at the beginner level. Students master the basic instrumentation skills through practice on dental models prior to performing services on peers. Students' progress individually in a competency-based approach to mastery of beginner level skills. Prerequisite: enrollment in the dental hygiene program and current CPR certificate for Healthcare Provider.



## DH 104 Clinical Dental Hygiene II

This course includes the clinical application of course material from DH 101 and 103, plus clinical experience in taking medical and dental histories, oral examination, fluoride treatments, sealants and dental charting while providing patient care in the dental hygiene clinic. Students receive instruction in providing dental hygiene care by various instructors in one-to-one teaching situations, as well as one-to-five instructor-to-student ratio. Students work at the beginner clinical skill level. Patients range in age from pre-school to geriatric with levels of difficulty in dental hygiene treatment ranging from healthy periodontal status to slight chronic periodontitis. Students are responsible for patient recruitment when the clinic office does not schedule patients for them. Prerequisites: DH 101, DH 103, DH 105, DH 106, DH 170 and current CPR certificate for Healthcare Provider.

## DH 105 Dental Anatomy and Histology

A detailed study of the form and function of the deciduous and permanent dentitions with emphasis on the histologic development of tooth tissues and root morphology. Basic dental terminology, oral cavity landmarks, and patterns of tooth eruption will also be studied. This course includes hands-on study of synthetic teeth. This is a hybrid course. Prerequisites: enrollment in the dental hygiene program.

## DH 106 Head and Neck Anatomy and Embryology

The study of the embryonic origin and anatomy of the structures of the head and neck with emphasis on cranial nerves, muscles of mastication and facial expression, the temporomandibular joint, and the vascular and lymphatic systems. Students learn head and neck structures by studying human skulls. Prerequisites: enrollment in the dental hygiene program.

## DH 108 Periodontology

An in-depth study of the etiology and classification of periodontal disease and current periodontal therapies pertinent to dental hygiene practice. The effects of smoking, malocclusion, diabetes etc. on periodontal and total health are covered. Periodontal surgery and non-surgical therapies, plaque control techniques and formulating a dental hygiene treatment plan for periodontal patients are emphasized. Prerequisites: DH 101, DH 170 and enrollment in the dental hygiene program.

## DH 120 Dental Hygiene Theory II

Students will attain skills necessary for dental hygiene care for persons with special needs. The primary focus of the course is concentrated around the delivery of care, prevention and patient education for managing patients with special needs conditions. These conditions include patients with physical, developmental, mental, sensory,

behavioral, cognitive, social/emotional impairment disorders, the medically compromised, women's health issues and age-related disorders. An interdisciplinary approach to patient care with emphasis in care coordination with other health and social welfare providers will be introduced. Prerequisites: DH 101, DH 103 and enrollment in the dental hygiene program.

#### DH 148 Dental Materials

A study of the science of dental materials including the physical, chemical and biological properties, manipulation, and care of materials used in the prevention and treatment of oral disease. The scientific and clinical properties of precious and non-precious metals, ceramics, dental amalgams, acrylic plastics, filled and non-filled resins, porcelains, impression materials, implant materials, whitening agents, and various waxes are examples of areas studied. The laboratory exercises are designed to illustrate the properties, application and uses of selected materials presented in lecture with special emphasis on the materials within the scope of the practice of Dental Hygiene. This is a hybrid course. Prerequisites: DH 103, DH 105, and enrollment in the dental hygiene program.

#### DH 170 Dental Radiology

This course is an in-depth study of the theory and principles of x-radiation used in the exposure, processing and mounting of dental radiographs. Recognition and interpretation of normal and abnormal conditions visible on dental radiographs and the identification of the hazards and safety precautions eminent to radiographic procedures will be covered. The laboratory sessions will provide experience in intra-oral and extra-oral radiographic techniques on manikins, digital x-ray, panoramic x-ray, processing and mounting procedures. Students will expose a Full Mouth Series of radiographs on a patient at the end of the course. Prerequisite: enrollment in the dental hygiene program and current CPR certificate for Healthcare Provider.

#### DH 203 Dental Hygiene Clinic III

Novice, skill level II of clinical patient care is a continuation of DH 104 skill level I with increased clinical time and exposure to a variety of patients and clinical procedures. The students will treat more difficult periodontal case types that will challenge their clinical skills. Emphasis will be on integrating therapeutic oral health services with prevention and implementation of instrumentation at a higher skill level. Dental hygiene students increase their clinical time to 12 hours of clinic. Students will be scheduled at the Regis College Dental Center and at an extramural assignment in a variety of dental settings in the greater Boston area. Transportation to the extramural site is the responsibility of the student. Students are responsible for patient recruitment when the clinic office does not schedule patients for them.

Prerequisites: DH 102, DH 104, DH 108, DH 148 and current CPR certificate for Healthcare Provider.

#### DH 204 Dental Hygiene Clinic IV

Second-year students will continue alternating between extramural assignments in a variety of dental settings in the greater Boston area and the Regis College Dental Center. The senior student will demonstrate the ability to synthesize and conceptualize all knowledge, theory and clinical skills previously learned to provide care at the advanced skill level IV, an entry-level (or above) proficiency required of a licensed dental hygienist. The students will treat more difficult periodontal case types utilizing advanced instrumentation and fulcrums. Transportation to the extramural site is the responsibility of the student. Students are responsible for patient recruitment when the clinic office does not schedule patients for them. Prerequisites: DH 203, DH 213, DH 215A and current CPR certificate for Healthcare Provider.

#### DH 205 Pharmacology

This course incorporates the basic concepts of pharmacology including pharmacokinetics, pharmacodynamics, diverse reactions, mechanisms of action, and drug interactions for commonly used groups of drugs with emphasis on drugs used in dentistry. It also includes the effects of age and culture on drug treatment, mathematics of drugs and solutions, prescription writing and principles of client teaching regarding drug treatment. Principles of pain management, types of anesthetics and sedations, adverse reactions and contraindications are studied. Prerequisites: DH 102 and DH 120

#### DH 206 Dental Ethics & Practice Management

Emphasis will be placed on ethics and jurisprudence for the dental hygienist in this course. The ethical decision-making model will be applied to various case studies. Value determination, dilemma resolution, and sexual harassment will be discussed. A thorough study of the Massachusetts State Dental Practice Act and Regulations will be conducted. This course will prepare the dental hygienist for employment and ultimate attainment of professional goals. Emphasis will be placed on developing a complete resume and interview package, business office systems, computer application in dentistry, innovative appointment scheduling, telephone skills, developing a recall system, bookkeeping, inventory control, insurance claims, marketing, advertising and occupational burnout. Prerequisite: DH 203

#### DH 207 General and Oral Pathology

The principles of general pathology in relationship to disease of the teeth, soft tissues, and supporting structures of the oral cavity are the focus of this course. The

importance of early recognition of abnormal conditions in the mouth is emphasized. Inflammation and healing, growth disturbances, blood and lymph nodes, GI and urinary tracts, the endocrine system and microbiologic diseases will be discussed. Prerequisites: DH 105, DH 106, and DH 170.

#### DH 209 Public and Community Health

This course will introduce the dental hygiene student to the basic concepts of community dental health. The methods used to measure dental disease in a population and the process used to plan a community intervention program designed to improve oral health will be discussed. Effective preventive treatment programs will be discussed and the methods used to evaluate effectiveness will be explained. Community dental research principles will be explored and students will be involved in simple statistical analyses. Students will apply public health/health education principles by designing and presenting dental health education projects to various audiences. Prerequisites: DH 101, DH 104, and DH 148.

#### DH 213 Dental Hygiene Theory III

Emphasis will be on integrating therapeutic oral health services with prevention, treatment planning and developing advanced instrumentation skills to treat more difficult patients. A weekly lecture covers topics such as advanced fulcrums and instrumentation, deep pocket access curets, root planing, gingival curettage, power scaling, oral irrigation, chemotherapeutic agents such as: minocycline, doxycycline, chlorhexidine, implant care, gingival retraction cord, perio paks, and suture removal. Prerequisites: DH 108, DH 120, DH 148, and DH 170.

#### DH 214 Dental Hygiene Theory IV

This course will address oral health research; considerations in the design, conduct, evaluation and reporting of research will be introduced. Professional research reports and information gathered in DH209 will be utilized. Inferential statistics will be introduced. Students are expected to conduct their own research project and follow up with a written report. Prerequisites: DH 101, DH 120, DH 209, and DH 213.

#### DH 215A Pain Management with Lab

This course prepares the dental hygiene student to work within the scope of dental hygiene practice to manage anxiety, pain, and provide stress reduction protocol to patients. Lecture and hands-on application (lab) sessions are held weekly to review anatomical landmarks relative to the delivery of anesthesia, practice administering local anesthesia on models and on student partners, and nitrous oxide sedation theory. Students learn to prepare and administer local anesthesia in the dental hygiene process of care. The course also addresses local and systemic complications, physical and psychological evaluations, legal implications, and the

pharmacology of local anesthesia. Pre-requisite: DH 102, DH 104, DH 105, and DH 106.

#### DH 220 Nutrition for Dental Hygienists

This introduction to the principles of nutrition includes the study of carbohydrates, proteins, lipids, minerals, vitamins, and their relationship to general and oral health. The nutritional needs, caloric requirements, and RDAs of the various age groups in the life cycle will be discussed. The influence of cultural, psychological and economic factors on purchasing, meal planning, food preparation, and dietary standards is also considered. Prerequisite: DH 101.

#### DH 310 Evidence Based Decision Making

This is an online asynchronous course designed to facilitate students in developing and implementing skills in evidence-based decision making. Students will complete case-based exercises to search, evaluate and appraise the evidence of scientific literature. Upon completion of the course the student should demonstrate a novice to beginner level of competence in making evidence-based healthcare decisions for individuals and populations. Prerequisites: completion of all associate degree dental hygiene courses or with permission from the dental hygiene program director.

#### DH 410 Dental Hygiene Capstone

This course is designed to provide the graduating senior with an opportunity to synthesize, analyze and apply their knowledge and skills through the design, implementation and completion of a senior capstone project (research project, internship, and practicum) related to their concentration or interest. A paper approximately twenty pages in length and a ten to fifteen minute oral presentation are required at the end of the semester. Students will communicate on a weekly basis with the capstone course director to discuss progress made on their project, share their experiences with the other students during these weekly meetings and prepare for presentation of their capstone experiences. If the student is off-site a project mentor will meet with the student. The student will communicate on a weekly basis via a web journal. Prerequisites: DH 310 and senior standing in the BSDH program.

#### DH 320 Curriculum Methods and Materials

This online asynchronous course is designed to provide the student with an introduction to educational methodology and assessment. The focus of this course is on a stand-alone class or workshop as well as classes embedded in a longer course. Students will use evidence-based theories and best practices to create effective teaching materials that will become part of their professional portfolio. Prerequisites: completion of all associate degree dental hygiene courses.

### DH 330 Curriculum Development and Assessment

This course is a continuation of DH320 Curriculum Methods and Materials with the focus on the advance application of the theories learned. Students will have a didactic classroom, clinic/laboratory externship site teaching experience. This will include the development of behavioral course objectives, comprehensive lesson plans, text and examination items, and classroom/clinic or lab presentations.

Prerequisite: DH 320.

### DH 332 Online Learning Development

This online asynchronous course is designed to provide the students with an introduction to online teaching and learning. Emphasis will be placed on development of curriculum, learning activities, and assessment. Material covered will include development of an online or hybrid course. Prerequisite: DH 330.

### DH 440 Dental Hygiene Clinical Teaching Practicum

This practicum is to provide the student with an intensive, hands-on clinical teaching experience. The student will complete a minimum of 100 hours in a dental hygiene clinic with duties including: calibration, demonstration, evaluation and assessment of clinical dental hygiene education. Weekly journal entries will provide the student and the course instructor an opportunity to discuss concerns, answer questions and share ideas. Evaluation from site supervisors and the course instructor will serve as means of assessment as well as student surveys. Prerequisites: DH 330, restricted to senior standing in BSDH, current MA dental hygiene licensure, MA Permit L and current CPR certificate for Healthcare Provider.

## **Diagnostic Medical Sonography**

Cory Finn, MHA, RDMS, RVT, Program Director; Jeanie Garcia, MHA, RDMS, RVS Clinical Coordinator; Nicolle Caddell, BS, RDMS, RVT, RMSKS, Clinical Coordinator

### **Program Mission**

To provide a highly comprehensive multi-specialty Diagnostic Medical Sonography program to produce competent and compassionate diagnostic medical sonographers and vascular technologists who will have an integral role within a diverse health care team. In concert with the Regis College Mission, the program is dedicated to promoting excellence and education within the profession of Diagnostic Medical Sonography. Upon successful completion of the Diagnostic Medical Sonography Program, the students will receive a bachelor's degree in Diagnostic Medical Sonography and be eligible to sit for national registry exams.

## **Program Description**

The Regis Diagnostic Medical Sonography Program offers three sonography concentrations, Abdominal, OB/GYN, and Vascular, in one bachelor's degree. Students receive didactic and clinical training in all three concentrations meaning applicants cannot select one concentration. Clinical, laboratory, and didactic education offer students the education and skills for the demanding role of a competent sonographer. Please see Diagnostic Medical Sonography program website for more information.

## **Program Goals**

- To prepare competent entry-level diagnostic medical sonographers and vascular technologists in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- To provide a highly comprehensive DMS educational program to produce competent and compassionate diagnostic medical sonographers and vascular technologists so they can be part of a diverse health care team.
- To promote excellence, education, and lifelong learning within the profession of Diagnostic Medical Sonography.
- To serve as a resource for clinical centers in Boston and surrounding areas.

## **Program Learning Outcomes / Objectives**

Graduates of the program will be able to:

- Demonstrate academic and clinical competency for performing sonographic examinations, diagnostic procedures, and biopsies.
- Obtain, review, and integrate patient history and clinical history to facilitate optimum diagnostic results.
- Record, analyze and process diagnostic data and other pertinent observations made during the exam for presentation to the interpreting physician.
- Employ critical thinking skills to integrate patient history, clinical history, and sonographic findings.
- Facilitate communication and education to elicit patient cooperation and understanding of expectations and responds to questions regarding the examination.
- Demonstrate effective communication skills with patients and the healthcare team.
- Provide compassionate patient care and advocate for patient safety and well-being.
- Act in a professional and ethical manner and adhere to the Society of Diagnostic Medical Sonographers Code of Conduct.
- Demonstrate skills for lifelong learning and professional contribution.



## Admission Policy & Matriculation into Program

The Diagnostic Medical Sonography program is considered competitive due to the limited number of students admitted into the program (13), which is based on clinical placement availability.

There are two pathways for admission into the program. Pathway 1 is “Direct Accept” which is for high school applicants and transfer applicants with less than 16 college credits. Pathway 2 is for traditional college transfer applicants. Please see the Diagnostic Medical Sonography program website for admission information/policy.

## Progression in the Diagnostic Medical Sonography Program

Diagnostic Medical Sonography students must maintain a minimum of a 3.0 GPA and must pass all Diagnostic Medical Sonography Courses with a B- or higher to stay in the program. See the Diagnostic Medical Sonography program website for most current information.

## Technical Standards

Technical standards apply for the admission into the Diagnostic Medical Sonography Program. These standards include motor, sensory, communication, behavior and critical thinking and cognitive skills. A complete list is available on the Diagnostic Medical Sonography program website.

Current Course Descriptions for the Class of 2023

*Course descriptions for class of 2024 and on listed after these courses.*

### **Year 2 Spring**

#### DMS 300- Fundamentals of Sonography

This introduction to the profession of diagnostic medical sonography will include topics related to scope of practice, medical ethics and law, terminology, work related musculoskeletal disorders, sonographers' role in patient care and safety, examination protocols, written and oral communication skills with patients and physicians. Basic physic principles, instrumentation, application to medical imaging, knobology, and image orientation will be addressed. Prerequisite: Acceptance into DMS Program

#### DMS 302- Sonography of Patient Care

This course familiarizes the student with patient care as it relates to sonography and the healthcare industry. Topics include the health care industry and administration, patient assessment and communication, infection control, invasive procedures, medical emergencies, medical terminology, patient safety, patient transfer and body

mechanics for the sonographer. Recognized healthcare agencies and organizations will be covered as well.

### **Year 3 Fall**

#### **DMS 310 Sonographic Physics and Instrumentation I**

This course is an introduction to ultrasound physics and instrumentation. Concepts discussed include sound, sound wave analysis, interaction of sound with tissue, transducers, sound beam formation and image resolution, pulse echo imaging, bioeffects, and system operation. This is the first of a two-course sequence to prepare the student toward eligibility for the credentialing examination offered by the American Registry of Diagnostic Medical Sonographers. Prerequisites: DMS 300, PY 101

#### **DMS 320 Abdominal Sonography I**

This is the first in a two-course series. This course will provide the student with the knowledge necessary to perform ultrasound examinations of the abdomen and prepare the student to sit for the national certification exam. Emphasis will be placed on normal and abnormal ultrasound findings, sectional anatomy, and pathophysiology of the abdominal organs. Patient assessment relative to sonographic findings, differential diagnosis, and patient education strategies will be included. Prerequisite: DMS 300

#### **DMS 330 Gynecologic Sonography**

The course will provide the student with the knowledge necessary to perform transabdominal and endo-vaginal ultrasound examinations of the non-gravid female pelvis and prepare the student to sit for the national certification exam. Emphasis will be placed on normal and abnormal ultrasound findings, anatomy, and pathophysiology of the non-gravid female pelvis and reproductive system. Patient assessment, interpretation of sonographic images including differential diagnosis, and patient education strategies will be included. Prerequisite: DMS 300

#### **DMS 400 Applied Sonography I**

This hands-on lab is the first in a sequence focusing on the performance of sonographic procedures. This course will emphasize imaging of sectional abdominal anatomy and the female pelvis in addition to control operation, and use and care of sonographic equipment.

## **Year 3 Spring**

### **DMS 311 Sonographic Physics and Instrumentation II**

This course expands on ultrasound physics and instrumentation. Concepts discussed include Doppler imaging, artifacts, ultrasound system components, clinical safety, bioeffects, quality assurance and new technologies related to diagnostic medical sonography. This is the second of a two-course sequence to prepare the student toward eligibility for the credentialing examination offered by the American Registry of Diagnostic Medical Sonographers. Prerequisites: DMS 310, PY 101, DMS 320, DMS 330

### **DMS 321 Abdominal Sonography II**

This is the second in a two-course series. This course will provide the student with the knowledge necessary to perform ultrasound examinations of the abdomen and prepare the student to sit for the national certification exam. Emphasis will be placed on normal and abnormal ultrasound findings, sectional anatomy, and pathophysiology of the abdominal organs. Patient assessment relative to sonographic findings, differential diagnosis, and patient education strategies will be included. Prerequisites: DMS 320, DMS 330, DMS 400

### **DMS 331 Obstetrical Sonography**

The course will provide the student with the knowledge necessary to perform transabdominal and endo-vaginal ultrasound examinations of the fetus and gravid female pelvis. Emphasis will be placed on normal and abnormal findings in the first trimester, obstetrical scanning protocol, fetal growth assessment, prenatal screening for chromosomal abnormalities, and assessment of the structures that support fetal life. This course will prepare the student to sit for the national certification exam in obstetrics and gynecology.

### **DMS 401 Applied Sonography II**

This hands-on lab is the second in a sequence, which continues to focus on the performance of sonographic procedures. This course will emphasize imaging of sectional abdominal anatomy and the female pelvis in addition to control operation, and use and care of sonographic equipment.

### **DMS 390 Clinical Practicum I**

This hands-on clinical practicum is the first in a sequence and focuses on the performance of sonographic examinations in the clinical setting. Under the

supervision of clinical preceptors, students will perform ultrasound examinations on patients in inpatient and outpatient facilities. Emphasis will not be limited to, but will be focused on abdominal ultrasound, pelvic ultrasound, image optimization, system controls, patient care, communication, and care of sonographic equipment. Assessments will be administered through clinical competencies. In addition, discussion boards and case presentations are a required part of this course.

### **Year 3 Summer**

#### **DMS 391 Clinical Practicum II**

This hands-on clinical practicum is the second in a sequence and focuses on the performance of sonographic examinations in the clinical setting. Under the supervision of clinical preceptors, students will perform ultrasound examinations on patients in inpatient and outpatient facilities. Emphasis will be on obstetrical ultrasound, abdominal ultrasound, pelvic ultrasound, image optimization, system controls, patient care, communication, and care of sonographic equipment. Assessments will be administered through clinical competencies. In addition, discussion boards and case presentations are a required part of this course.

### **Year 4 Fall**

#### **DMS 322 General Sonography**

This course will provide the student with the knowledge necessary to perform ultrasound examinations of small parts (thyroid, breast, scrotal and musculoskeletal) and prepare the student to sit for the national certification exam. Emphasis will be placed on normal and abnormal ultrasound findings, sectional anatomy, and pathophysiology of the small parts organs. Patient assessment relative to sonographic findings, differential diagnosis, and patient education strategies will be included.

#### **DMS 333 Advanced Obstetrical Sonography**

The course will provide the student with the knowledge necessary to perform transabdominal and endo-vaginal ultrasound examinations of the fetus and identify fetal anomalies. Emphasis will be placed on embryology, abnormal fetal development, and associated ultrasound findings. This course will prepare the student to sit for the national certification exam in obstetrics and gynecology.

#### **DMS 410 Introduction to Vascular Sonography**

This course will provide the student with the knowledge necessary to perform ultrasound examinations of vascular structures. Emphasis will be placed on normal

and abnormal ultrasound findings, sectional anatomy, and pathophysiology of vascular anatomy. Patient assessment relative to sonographic findings, differential diagnosis, and patient education strategies will be included.

#### DMS 480 Clinical Practicum III

The course is the culmination of skills and knowledge acquired throughout the program and will reinforce the fundamental skills in sonography including patient care and scanning protocols. Emphasis will be on the development of professional analytical skills through case study analysis, image critique, research, and mock board exams.

### **Year 4 Spring**

#### MI 408 Leadership in Medical Imaging

Students will explore, analyze, and evaluate contemporary and historical theories of leadership and develop strategies for use in the professional practice of medical imaging administrators in the rapidly changing health care delivery system. Topics will

include leadership styles, collaboration and teamwork, work environment, organizational behavior, management thinking, financing health care, and health insurance.

#### DMS 430 Advanced Seminars in Sonography

The course is the culmination of skills and knowledge acquired throughout the program and will reinforce the fundamental skills in sonography including patient care and scanning protocols. Emphasis will be on the development of professional analytical 271 skills through case study analysis, image critique, research, and mock board exams.

#### DMS 411 Vascular Sonography II

This course builds on DMS 410, Vascular I. Emphasis will be placed on sonographic technique, normal sectional anatomy, abnormal ultrasound findings, pathophysiology, and the role of other imaging modalities in diagnosing vascular disease. This course will provide the student with the clinical skills necessary to master ultrasound examinations of vascular structures.

## DMS 481 Clinical Practicum IV

This hands-on clinical practicum is the fourth and final practicum in the sequence. There will be a continued focus on performing sonographic examinations in the clinical setting. Under the supervision of clinical preceptors students will perform ultrasound examinations on patients in inpatient and outpatient facilities. Students will become more independent and build the confidence necessary to become a member of the sonography profession. Emphasis will be on obstetrical ultrasound, abdominal ultrasound, pelvic ultrasound, image optimization, system controls, patient care, communication, and care of sonographic equipment. Clinical competencies will be completed through faculty and clinical instructor assessments. In addition, discussion boards and case presentations are a required part of this course.

### **Course descriptions for graduating classes of 2024 and there after**

#### **Year 2 Fall**

##### DMS 250 Introduction to Sonography

This course covers topics as they relate to Diagnostic Medical Sonography. Topics include an introduction to sonography from its origin to evolution, scope of practice, the role of the sonographer and the student sonographer, medical ethics and law, communication and critical thinking skills, ergonomics and safety issues, professional development and leadership. Students will learn appropriate behavioral skills for interaction with patients, staff sonographers and physicians. Recognized health care agencies and professional organizations will be covered.

##### DMS 252 Sectional Sonography I

This is the first part of a two-part course. This course will familiarize the student with detailed cross-sectional anatomy as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. This study of normal and normal variant sectional anatomy will provide sonography students with knowledge of the human body needed for the practical application of ultrasound. Detailed analysis of all sectional planes, scanning orientation and patient positioning will be covered. Sonographic terminology, indications for sonographic exams and normal sonographic appearance of Abdominal, Subspecialty, OB/GYN and Vascular sonography will be discussed. This course works in conjunction with Scanning Laboratory I where students will have the opportunity to apply the didactic content learned in this course in the laboratory setting.

## DMS 254 Sonographic Principles and Instrumentation I

This is the first part of a two-part course. This course covers the concepts of Sonographic Principles and Instrumentation. Topics include the metric system, units, interaction of sound and tissues, acoustic variable, description of sound waves, description of pulsed waves, intensity, range equation, transducers, piezoelectric effect, sound beams, display modes, two-dimensional imaging and real time imaging.

## DMS 256 Scanning Laboratory I

This is the first part of a three-part course. This course is the application of Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting. Topics include proper machine set up, transducer selection and orientation, proper usage of machine knobology, ergonomics, patient positioning, and implementation of proper scanning techniques as they relate to scanning planes, positioning and orientation. Students will obtain images and identify structures as they relate to Sectional Sonography I and established AIUM, ACR and IAC protocols.

## **Year 2 Spring**

## DMS 258 Sonography and Patient Care

This course familiarizes the student with patient care as it relates to sonography and the healthcare industry. Topics include the health care industry and administration, patient assessment and communication, infection control, invasive procedures, medical emergencies, medical terminology, patient safety, patient transfer and body mechanics for the sonographer. Recognized healthcare agencies and organizations will be covered as well.

## DMS 260 Sectional Sonography II

This is the second part of a two-part course. This course will familiarize the student with detailed cross-sectional anatomy as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. This study of normal and normal variant sectional anatomy will provide sonography students with knowledge of the human body needed for the practical application of ultrasound. Detailed analysis of all sectional planes, scanning orientation and patient positioning will be covered. Sonographic terminology, indications for sonographic exams and normal sonographic appearance of Abdominal, Subspecialty, OB/GYN and Vascular sonography will be discussed. This course works in conjunction with Scanning Laboratory II where students will have the opportunity to apply the didactic content learned in this course in the laboratory setting.



## DMS 262 Sonographic Principles and Instrumentation II

This is the second part of a two-part course. This course covers the concepts of Sonographic Principles and Instrumentation. Topics include, pulsed-echo instrumentation, image storage, dynamic range, harmonics, contrast agents, hemodynamics, Doppler, artifacts, quality assurance, bio-effects and sonographic principles and instrumentation as they relate to the sonographer in the clinical setting.

## DMS 264 Scanning Laboratory II

This is the second part of a three-part course. This course is the application of Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting. Topics include proper machine set up, transducer selection and orientation, proper usage of machine knobology, ergonomics, patient positioning, and implementation of proper scanning techniques as they relate to scanning planes, positioning and orientation. Students will obtain images and identify structures as they relate to Sectional Sonography I & II and established AIUM, ACR and IAC protocols.

## DMS 266 Hemodynamics & Doppler Sonography

This course will focus on physiology and fluid dynamics of blood circulation. Topics include mechanism of blood circulation, energy and energy gradient, flow, pressure, volume, velocity, stenosis, resistance, capacitance and compliance. The laws, equations and principles of fluid dynamics will be reviewed. Doppler Sonography will be covered as it relates to hemodynamics, the Doppler equation and its clinical application and proper technique. This course works in conjunction with Scanning Laboratory II where students will have the opportunity to apply Doppler techniques course in the laboratory setting.

## **Year 3 Fall**

## DMS 350 Abdominal & Subspecialty Sonography I

This is part one of a two-part course. This course covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Abdominal & Subspecialty Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

### DMS 352 OB/GYN Sonography I

This is part one of a three-part course. This course reviews normal OB/GYN anatomy, and covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Obstetrical and Gynecological Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

### DMS 354 Vascular Sonography I

This is part one of a three-part course. This course covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Vascular Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

### DMS 356 Scanning Laboratory III

This is the third part of a three-part course. This course is the application of Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting. Topics include proper machine set up, transducer selection and orientation, proper usage of machine knobology, ergonomics, patient positioning, and implementation of proper scanning techniques as they relate to scanning planes, positioning and orientation. Students will obtain images and identify structures as they relate to Sectional Sonography I & II and established AIUM, ACR and IAC protocols.

### DMS 358 Clinical Practicum I

This is the first of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

## **Year 3 Spring**

### DMS 360 Abdominal & Subspecialty Sonography II

This is part two of a two-part course. This course covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to

Abdominal & Subspecialty Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

#### DMS 362 OB/GYN Sonography II

This is part two of a three-part course. This course reviews normal OB/GYN anatomy and covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Obstetrical and Gynecological Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

#### DMS 364 Pediatric Sonography

This course reviews normal anatomy, normal variants, congenital anomalies, pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Pediatric Sonography & Neurosonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

#### DMS 366 Clinical Practicum II

This is the second of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

### **Summer Between Year 3 & Year 4**

#### DMS 370 Vascular Sonography II

This is part two of a three-part course. This course covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Vascular Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

## DMS 368 Clinical Practicum III

This is the third of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

### **Year 4 Fall**

#### DMS 450 OB/GYN Sonography III

This is part three of a three-part course. This course covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Obstetrical and Gynecological Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

#### DMS 452 Vascular Sonography III

This is part three of a three-part course. This course covers the pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Vascular Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

#### DMS 454 Breast Sonography

This course reviews normal anatomy, normal variants, congenital anomalies, pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Breast Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

## DMS 456 Musculoskeletal Sonography

This course will familiarize the student with detailed cross-sectional anatomy of the musculoskeletal system. Pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Musculoskeletal Sonography will be reviewed. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

## DMS 458 Clinical Practicum IV

This is the fourth of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

## **Year 3 Spring**

## DMS 460 DMS Capstone and Research Methods

This course is a review of the content throughout the program and introduces the students to the practical application of research and evaluation methods. Students will review program content and prepare for the ARDMS registry board exams. Students are required to submit a review of literature paper or poster to the SDMS as part of this course.

## DMS 462 Fetal Echocardiography

This course covers a review of fetal circulation, normal variants, congenital anomalies, pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Fetal Echocardiography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

## DMS 464 Clinical Practicum V

This is the last of the clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient

history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

## **EXERCISE SCIENCE**

Cathy Fuller – Program Director; Devin Cashman – Associate Professor

Exercise Science is one of the majors available within the Health and Fitness Studies Department. The program prepares entry level professionals to enter the fitness, corporate wellness, or healthcare industry in a variety of roles. It also provides a strong foundation for the pursuit of graduate level study in areas such as exercise physiology, cardiac rehabilitation, physical therapy, occupational therapy, athletic training, physician assistant, and other health care fields.

### **Student Learning Outcomes for the BS in Exercise Science**

Students should be able to:

- Demonstrate knowledge of human anatomy and physiology, human development and behavior, human movement, exercise principles, nutrition and health, and be able to apply this knowledge within various contexts.
- Analyze, evaluate and utilize research related to exercise, nutrition, and health.
- Perform health, fitness and performance assessments and utilize this information to develop safe and effective exercise programs based on the needs and goals of the individual or group.
- Integrate leadership, motivational strategies, and management skills in promoting principles of fitness, nutrition, health, and/or performance.
- Create and apply effective interventions and strategies for improving fitness, nutrition, health and/or performance of a diverse population including athletes, youth, adults and individuals with physical or health limitations.
- Demonstrate knowledge of, and apply professionalism, interprofessional collaboration, and advocacy within exercise science and related fields.

### **Required for the Exercise Science Major**

BI 105 & 106, CH 103 & 104, MA 210, PY 101, HFS 150, HFS 208, HFS 211, EXS 258, EXS 261, EXS 314, EXS 315, EXS 355, EXS 364, EXS 370, EXS 372, EXS 373, HFS 412, HFS 413, IPE 306, NUTR 103 or NUTR 205, NUTR 250, PS 233, and 2 physical education activity courses.

## **Required for the Exercise Science Minor**

HFS 150 or HFS 211, EXS 258, EXS 364, plus three electives from the following list of courses: EXS 261, EXS 314, EXS 315, EXS 355, EXS 370, EXS 372, EXS 373.

Prerequisites: BI 105 & BI 106; CH 103 or CH 105

## **Course Descriptions**

### **EXS 258 Scope of Exercise Science**

This course will introduce students to a wide variety of topics and career opportunities related to exercise science. Primary emphasis areas will include: exercise physiology, sports medicine, sport nutrition, motor behavior, biomechanics, and sport psychology. Students will explore research related to current issues in exercise science and gain a broader understanding of the field of study. Prerequisites HFS 150 or HFS 211 recommended

### **EXS 261 Motor Learning**

This course provides an introduction to the theories and principles of motor learning, skill acquisition, and performance. It will provide the student with an opportunity to apply these principles in a variety of situation-based learning experiences. Students will increase their knowledge of motor behavior and be able to plan appropriate learning activities based on characteristics of the performer, the task, and the environment. Prerequisites: HFS 150 or HFS 211, EXS 258 recommended, or instructor permission

### **EXS 314 Exercise Assessment**

Exercise assessment will provide students with the understanding and practical application of evaluation techniques in health and fitness including health risk appraisal, blood pressure and heart rate monitoring, aerobic and anaerobic exercise testing, strength and flexibility assessment, body composition analysis, etc. Students will be introduced to the assessment procedures, gain an understanding of the benefits of the assessment, and gain knowledge regarding the assessment outcomes during class sessions. Following the didactic session, students will participate in lab applications, performing the exercise assessments and evaluating the outcomes. Prerequisites: BI 105, BI 106, HFS 150 or HFS 211, or instructor permission

### **EXS 315 Exercise Programming**

Students will increase their knowledge regarding client screening, appropriate exercise procedures, and exercise techniques. Exercise Programming will provide students with practical experience in developing fitness programs for apparently healthy individuals. Students will plan and implement appropriate aerobic, anaerobic,



strength, and flexibility exercise programs for fellow students and, if appropriate, Regis Fitness Center members with instructor supervision. Prerequisites: BI 105, BI 106; EXS 314; PE 203N, or instructor permission

#### EXS 355 Psychology of Exercise and Sport

The purpose of this course is to provide the student with an overview of the theories and principles of psychology with respect to exercise and performance. Effects of psychological factors on the body and on performance will be examined, as well as the effects of exercise and competition on psychological development, health, mood, and general well-being. Prerequisites: HFS 150 or HFS 211, or instructor permission

#### EXS 364 Kinesiology

This course provides a basis for the understanding of human movement. The student will learn gross anatomy of the musculoskeletal system, descriptive terminology for various body positions and movements, as well as identification of the anatomical structures involved in the generation and absorption of forces by the body. Various types of muscle action, the forces involved, and how these relate to normal human movement patterns will be addressed. Prerequisites: BI 105, BI 106, HFS 150 or HFS 211, or instructor permission

#### EXS 370 Biomechanics

This course introduces the student to the concepts and principles of biomechanics as they relate to human movement and sport. The student will learn physical principles related to movement including force production and absorption, internal and external factors affecting forces, kinetic and kinematic principles, as well as specific formulas for related calculations. The student will apply these principles in the evaluation of simple motor skills. Prerequisites: BI 105, BI 106; EXS 364 or instructor permission; PY101 or PY 213 recommended

#### EXS 372 Exercise for Special Populations

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

### EXS 373 Exercise Physiology

The purpose of this course is to study how the human body functions in response to exercise. Students will examine the physiological responses to exercise in relationship to intensity, duration, and frequency of the exercise. The effect of environment, diet, and the physiological status of an individual will be examined to determine how these factors may affect performance. Prerequisites: BI 105, BI 106, CH 103, CH 104; EXS 364 recommended; or instructor permission

### EXS 400 Exercise Physiologist Certification Prep

This course will provide students the opportunity to review, assimilate and apply material from throughout the exercise science curriculum. Students will practice critical thinking and problem-solving skills, apply exercise science principles within various situations, review competencies essential to the field, and take practice exams. This course is designed according to the American College of Sport Medicine's (ACSM) guidelines for the Exercise Physiologist certification with the goal of preparing students to take a national certification exam. It will also provide professional preparation for students who do not wish to sit for the national examination. Prerequisites: Classification as a senior in the Exercise Science major with most exercise science coursework completed; classification as a junior with completion of/or currently taking HFS 315, HFS 364, HFS 372, HFS 373 or permission of the instructor

## **HEALTH AND FITNESS STUDIES: ATHLETIC COACHING, EXERCISE SCIENCE, NUTRITION, SPORT MANAGEMENT, THERAPEUTIC RECREATION, INCLUSIVE RECREATION**

Catherine Fuller, Department Chair – Ryan Andrews - Devin Cashman – Alicia Pola – Oliver Rick -- FT Faculty

Josh Anderson -- Cheryl Bentsen – Renato Capobianco - Mark Clemente – Samantha Crough –Jeanne Donnelly – Nathan Hager – Joseph Hanrahan - Kristine Maselli - Instructors

Majors within the Health and Fitness Studies Department build a strong foundation for entering professional positions in the growing health, fitness, therapeutic recreation, and sport industry. Students may choose to major in exercise science, nutrition, sport management, or therapeutic recreation. Students may also choose a minor in athletic coaching, exercise science, inclusive recreation, nutrition, or sport management to complement other areas of study. A list of requirements for each major and minor is

outlined more completely under the specific major heading in the catalog. Course descriptions are listed under each major within the School of Health Sciences.

### **Required for the Athletic Coaching Minor**

ATH 210, ATH 215, ATH 220, EXS 355, THR 203, ATH 330-334 Teaching, Coaching & Officiating a specific sport (complete at least one sport specific coaching course). Students are also required to complete HFS 208 as a co-requisite for the minor.

### **Required for the Exercise Science Major**

BI 105 & 106, CH 103 & 104, MA 210, PY 101, HFS 150, HFS 208, HFS 211, EXS 258, EXS 261, EXS 314, EXS 315, EXS 355, EXS 364, EXS 370, EXS 372, EXS 373, HFS 412, HFS 413, IPE 306, NUTR 103 or NUTR 205, NUTR 250, PS 233, and 2 physical education activity courses.

### **Required for the Exercise Science Minor**

HFS 150 or HFS 211, EXS 258, EXS 364, plus three electives from the following list of courses: EXS 261, EXS 314, EXS 315, EXS 355, EXS 370, EXS 372, EXS 373. Prerequisites: BI 105 & BI 106; CH 103 or CH 105

### **Required for the Nutrition Major**

BI 105 & 106, BI 108, CH 103 & 104, CH 305, HFS 150, HFS 208, HFS 211, NUTR 103 or NUTR 205, NUTR 248, NUTR 250, NUTR 319, NUTR 320, NUTR 323, NUTR 324, NUTR 330, HFS 412, HFS 413, PS 233, IPE 306, and 2 physical education activity courses.

### **Required for the Nutrition Minor**

HFS 150 or HFS 211 or ID 230, NUTR 103 or NUTR 205, , plus four additional electives from the following list of courses: NUTR 248, NUTR 250, NUTR 319, NUTR 320, NUTR 323, NUTR 330, or an approved Public Health course. Prerequisites: BI 105 & BI106; CH 103 or CH 105

### **Required for the Sport Management Major**

HFS 150, HFS 208, HFS 211, SMT 213, SMT 216, SMT 340, SMT 342, SMT 345, SMT 355, SMT 356, HFS 412, HFS 413, EXS 355, CO 203, PS 233, IPE 306, MT 203, MT 204, MT 210, and 2 physical education activity courses.

Students in the sport management major are encouraged to add a minor to their course of study. Suggested minors include: athletic coaching, global business management, communication, or another area of interest.

### **Required for the Sport Management Minor**

SMT 216; plus five electives from the following list of courses: HFS 150, SMT 213,

SMT 340, SMT 342, SMT 345, SMT 355, SMT 356. One business management class may also count as an elective toward this minor (6 courses total).

### **Required for the Therapeutic Recreation Major**

BI 105, BI 106, ID 230, MA 210, HFS 150, HFS 208, HFS 211, EXS 261, PS 203, PS 233, PS 309 or PS 314A, IPE 233, IPE 306, THR 200, THR 203, THR 206, THR 209, THR 212, THR 215, THR 218, THR 219, THR 303, THR 400, THR 402 Internship in Therapeutic Recreation (minimum of 560 hours in approved setting)

### **Required for the Inclusive Recreation Minor**

THR 200, THR 203, THR 209; Two courses from THR 218, THR 219, or THR 303; one elective from ATH 215, ED 308, ED 312, EN 334, EXS 261, EXS 372, NUTR 319, PS 309, PS 312, PS 314A, SO 303A, SMT 313, or SW 325 (some courses may have prerequisites)

### **Health and Fitness Studies Department Course Descriptions**

#### **HFS 150 Introduction to Health and Fitness Studies**

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

#### **HFS 208 First Aid and CPR**

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

#### **HFS 211 Health and Wholeness**

This course will introduce students to the fundamental components and principles of health, fitness, and wellness. This course is designed to enable students to understand the different dimensions of wellness: physical, emotional, intellectual, interpersonal, spiritual,

and environmental. Students will apply relevant knowledge to improve personal health and well-being, as well as increase their understanding of professional applications.

#### HFS 350 Health and Human Sexuality

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

#### HFS 412 HFS Internship/Seminar I

The internship provides a guided practical field experience in the health, fitness, sport and/or nutrition industry. This is a required course for majors within Health and Fitness Studies and involves a minimum of 100 hours during the semester. Public and private organizations in the health and fitness and/or nutrition industry may be selected with the approval of the supervising instructor. Scheduled meetings with the instructor are required. The seminar class will discuss factors related to a successful internship process, problem-solving and becoming a successful professional in one's selected field. Students will also be involved in research related to their specific area of interest. Prerequisite: senior standing within HFS program or faculty internship advisor permission

#### HFS 413 HFS Internship/Seminar II

The internship provides a guided practical field experience in the health, fitness, sport, and/or nutrition industry. This is a required course for majors within Health and Fitness Studies and involves a minimum of 120 hours during the semester. Public and private organizations in the health and fitness and/or nutrition industry may be selected with the approval of the supervising instructor. Scheduled meetings with the instructor are required. The seminar class will discuss factors related to a successful internship process, problem solving, and becoming a successful professional in one's selected field. Students will also be involved in research related to their specific area of interest. Prerequisites: senior standing within HFS program or faculty internship advisor permission

### **Physical Activity Course Descriptions**

Physical activity courses are open to all students at Regis, both undergraduate and graduate. The goal of these classes is to provide students with knowledge regarding

the importance of physical activity and the skills necessary to participate in various activities to enhance personal well-being now and in the future.

**NOTE:** All PE courses require student participation in physical activity. Some courses require higher intensity activity than others. Please choose a course that is suitable for your fitness and/or skill level with or without reasonable accommodations.

### PE 101B Team Sports

Students will be introduced to a team sport during the semester. (The team sports will vary depending on the season.) Students will increase their understanding of the rules, techniques, and tactics of the game; participate in various activities to improve their skills; and learn basic coaching and refereeing principles related to the game.

### PE 105B Individual Fitness

Students will participate in a wide variety of fitness activities to improve cardiovascular endurance, muscular strength, muscular endurance, and flexibility.

### PE 105C Cardiovascular Fitness

Students will participate in a wide variety of activities to improve cardiovascular endurance. The class will include individual as well as group activities such as walking/jogging, aerobics, kickboxing, interval training, boot camp, and water walking/aerobics.

### PE 201 Pickleball

Pickleball is a paddleball sport that combines aspects of tennis, racquetball, badminton, and table tennis. This course will emphasize the fundamentals of the game of pickleball including basic skills, rules, etiquette, and game play. The course is designed to assist beginners in learning and improving their skills to enable them to play recreationally, as well as increase their personal levels of physical activity.

### PE 201A Volleyball

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

### PE 201C Beginning Tennis

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

### PE 201E Beginning Yoga

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

### PE 201G Beginning Golf

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

### PE 201N Strength Training

This course will emphasize the fundamentals of safe and effective strength training techniques. Each student will learn how to improve strength and develop muscle tone, as well as gain an understanding of the overall benefits of strength training for personal fitness.

### PE 201Q Beginning Basketball

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

### PE 202 Learn to Swim

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

### PE 203B Intermediate Tennis

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



### PE 203E Intermediate Yoga

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

### PE 203N Intermediate Strength Training

This class is designed to teach students effective methods of strength training. Students will participate in a variety of strength training techniques, learn related musculature, understand safety issues, and gain a more complete knowledge of the benefits of strength training for all ages. The course will include both practical and didactic material. This class is designed specifically for exercise science majors, but other students may participate with the instructor's permission.

### PE 204 Swim for Fitness

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

### PE 205A Lifeguard Training

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

### PE 220 Women's Self-Defense

This course combines an understanding of women's struggles with violence and fear with a full range of self-defense options. Students will learn how to project a strong and alert appearance, assess potentially dangerous situations, diffuse uncomfortable situations, and develop powerful fighting techniques. Care is taken to provide a safe and supportive environment in which sensitive issues can be discussed and the fears and concerns of students can be addressed so that students feel empowered.

### 223 Pilates Essential Matwork

Stretch, strengthen, and streamline using one of the safest and most effective exercise programs available. Pilates matwork focuses on developing core abdominal and back strength to help you achieve optimal strength, flexibility, endurance and

posture without building bulk or stressing your joints. The exercises are performed on mats and focus on breathing, body awareness, and core strength.

#### PE 224 Pilates/Yoga Fusion

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

#### PE 225 Cardio Kickboxing

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

#### PE 226 Foundations of Springboard Diving

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

#### PE 227 Triathlon Training

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

#### PE 228 Barre Blast

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

#### PE 230 Introduction to Martial Arts

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

## Interprofessional Education Courses

The interprofessional education courses (IPE) are designed to give students in the health sciences and nursing the opportunity to engage in interactive learning with students in health fields outside their own as part of their education.

### ID 230 The Interdependence of Healthcare Professions in the U.S.

This course examines the foundations of the present-day healthcare system in the United States and the roles of the different healthcare professions within it. The collaborative aspects of healthcare professions along with trends and opportunities in the field will be addressed. Topics important to healthcare will be considered including: ethics, culture, professionalism, communication, and health disparities.

### IPE 233 Medical Terminology

This course provides students with the opportunity to learn about, and practice, healthcare terminology used in medical records, progress notes, and other forms of interdisciplinary communication. This course will focus on basic terms, medical terms, and abbreviations associated with the body systems.

### IPE 306 Research Methods for the Health Sciences

Research Methods for the Health Sciences introduces the purposes, types, and basic methodology of research for the health sciences, using studies from a variety of health professions. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, and ethical and political issues. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research and to develop an understanding of basic research concepts and methodologies. Students' knowledge of research will be applied to their chosen health science field. Additionally, students will learn about single-subject design, program evaluation, needs assessment, and research interviewing. Students will complete the course with a research proposal.

### IPE 307 Health Informatics

This course introduces students to the status of the data revolution made possible by the advent of computerized systems, which are based on electronic storing, managing, processing, analyzing, and presenting of information. The course is directed towards students who want to understand the rapidly evolving field of Health Informatics and its integral role in healthcare and community-based practices. Focusing mostly on the US health context, this course examines the tools evolutions, advantages, opportunities and risks of the utilization of informatics science on health careers and sciences. At the end of the course, students will understand the need for

informatics in the health sector, and how it generates knowledge and wisdom based on evidence for actions and policies.

## **MEDICAL IMAGING DEPARTMENT: DIAGNOSTIC MEDICAL SONOGRAPHY, NUCLEAR MEDICINE & MEDICAL IMAGING SCIENCES**

Leonas “Leo” Nalivaika, Program Director for Nuclear Medicine – Gary L’Abbe, Program Coordinator for Bachelor Completion Programs (Imaging Sciences) - Cory Finn, Program Director for Diagnostic Medical Sonography.

Medical imaging is a unique field that blends together many different disciplines. Having a strong liberal arts background with science is critical for the success in medical imaging. There are three majors that students will choose from, and each of the programs/majors has specific admission requirements.

The traditional undergraduate programs are Diagnostic Medical Sonography and Nuclear Medicine (described in their respective sections). The department also offers three additional programs for individuals already certified in Medical Imaging. See the Institute of Advancing Studies section for three of those programs, which are the Breast Imaging, Interventional Radiology, and Degree Completion programs - all leading to a Bachelor of Science degree in medical imaging sciences.

### **Course Descriptions**

#### **MI 101 Exploring Medical Imaging**

This course is designed to provide students with an introduction to the medical imaging sciences, including a brief history of medicine and a comprehensive exploration of how medical imaging has evolved into the multidisciplinary profession it is today. Topics include basic radiation protection and radiobiology, human diversity, health records, health information management, professional ethics, and basic medical terminology.

#### **MI 305 Interventional Radiology I**

Basic concepts of interventional radiology (IR) will be discussed including vascular anatomy and pathology, as well as imaging techniques commonly utilized in IR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image-guided vascular procedures are introduced. Vascular surgery correlation with surgical options will be introduced in the course.

## MI 306 Interventional Radiology II

Basic concepts of neuro interventional radiology (NIR) will be discussed including neurovascular anatomy and pathology, as well as imaging techniques commonly utilized in NIR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image-guided neuro-vascular procedures are introduced. Vascular surgery correlation with surgical options will be introduced in the course. Prerequisite: MI 305

## MI 307 Interventional Radiology III

Basic concepts of non-vascular Interventional Radiology (NVIR) will be discussed including non-vascular anatomy and pathology, as well as imaging techniques commonly utilized in NVIR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image guided non-vascular procedures are introduced. Surgical correlation with surgical options will be introduced in the course. Prerequisite: MI 306

## MI 310 Breast Imaging I

Basic concepts of breast imaging will be discussed including anatomy and pathology, as well as imaging techniques commonly utilized in mammography. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting mammographic procedures are introduced.

## MI 311 Breast Imaging II

Basic knowledge of routine breast imaging will be expanded in this course to include knowledge of advanced positioning and additional equipment used in breast imaging. Students will move outside of routine screenings (if not already done) and into diagnostic imaging. An introduction to breast biopsies will be given as well as an overview of 3D breast imaging. Emphasis will be placed on digital imaging as a whole including PACS, DICOM, and how digital images are obtained. Prerequisite: MI 310

## MI 312 Breast Imaging III

In the final semester of the Breast Imaging program students will become familiar with the various requirements of the ACR and the MQSA as well as insurance requirements for both routine screening and diagnostic imaging. Emphasis will be placed on registry review material throughout the semester in order to prepare the student for the ARRT registry exam. Prerequisite: MI 311

### MI 330 Radiation Protection and Biology

This course explores the principles and methods of radiation protection, health physics units, measurement, and dose-limiting regulations for occupationally and non-occupationally exposed individuals; radiation surveys; techniques and decontamination methods; monitoring of radioactive waste, radiation dose measurements, and radionuclide accountability; and special topics, including precautions with brachytherapy patients, with patients receiving therapeutic amounts of radionuclides and in management of accidentally contaminated individuals. This course will also serve as an overview of the genetic and somatic effects of ionizing radiation. Mechanisms of interaction from the subcellular level to the organism will be presented. Risk versus benefit of radiation exposure to occupational workers as well as patients will be discussed. The emphasis of the course will be an understanding of the theory of radiobiology and how this translates into radiation protection practices.

### MI 350 Clinical MI Internship I

The purpose of this course is to develop students' clinical skills, under direct supervision, through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student's learning.

### MI 351 Clinical MI Internship II

The purpose of this course is to give students, under direct and indirect supervision, the clinical skills through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student's learning. Prerequisite: MI 350

### MI 352 Clinical MI Internship III

The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student's learning. Prerequisite: MI 351

### MI 400 Professional Practice in Medical Imaging

This course focuses on a variety of topics that are tailored to the medical imaging profession. Topics include patient care and assessment critical to imaging procedures, medical ethics and healthcare law, medical terminology, health informatics, and health administration. Research methods, along with oral and written communication skills, are also included.

### MI 408 Leadership in Medical Imaging

Students will explore, analyze and evaluate contemporary and historical theories of leadership and develop strategies for use in the professional practice of medical imaging administrators in the rapidly changing health care delivery system. Topics will include leadership styles, collaboration and teamwork, work environment, organizational behavior, management thinking, financing health care, and health insurance.

### MI 462 Computed Tomography

This course is a comprehensive introduction to computed tomography (CT), including concepts related to physics and instrumentation, patient care, procedures, and cross-sectional anatomy. This course is appropriate for students seeking a foundation in didactic knowledge to prepare for the ARRT and/or the NMTCB registry examination in computed tomography.

### MI 473 Quality Management in Medical Imaging

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

### MI 476 Medical Imaging Seminar

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

### MI 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 appearances and prognosis associated with the diseases, conditions and pathologies covered in this course. A minimum of three case studies will be assigned for which the student will perform research, interview ordering physicians and radiologists, and present in class.



## NM 401 Nuclear Medicine Procedures & Technology

The purpose of this course is to give students an understanding of nuclear medicine procedures including the appropriate instrumentation and patient care skills are reviewed. Procedures include skeletal system, endocrine system, respiratory system, GI system, GU system, cardiac system, CNS, inflammatory & tumor imaging, & therapeutic studies. Prerequisite: Admission into the Nuclear Medicine Program.

## NM 406 Instrumentation I

This course focuses on the principles of both imaging and non-imaging instrumentation. The design, operation, and quality control of gas detectors, scintillation detectors, gamma cameras, solid state detectors, and single photon emission computed tomography (SPECT) are covered. This course also covers counting statistics and the applications of computers in nuclear medicine with the appropriate instrumentation discussions.

## NM 410 Radiopharmacy and Pharmacology

Rules and regulations regulating the practice of the radiopharmacy/hot lab are discussed in detail. Radiopharmaceutical preparation, labeling information, methods of localization, record keeping and storage of radioactive materials, quality control, and federal/state regulations are discussed. Generator systems, cyclotrons, and accelerators are covered. Pharmaceuticals used in nuclear medicine as adjunct therapies are covered along with their indications, dosage, and effects. Prerequisites: NM 402, NM 406, and NM 409

## NM 415 Nuclear Cardiology

This course focuses on the cardiac system with emphasis on nuclear imaging, quantification, and functional analysis as well as related information regarding cardiology, such as ECG interpretation, cardiac medications, cardiovascular disease and the ischemic cascade. Pharmacologic stress agents will also be discussed.

## NM 420 Molecular Imaging

This course focuses on molecular imaging, including PET, MRI, and CT. The emphasis is on imaging techniques, instrumentation, physics, bio-distribution of molecular agents, and the clinical applications of molecular imaging. Prerequisites: NM 401

## NM 430 Applied Nuclear Medicine Lab I

This course integrates common molecular imaging procedures and instrumentation concepts learned as part of other courses offered in the nuclear medicine program. The focus of this course will be applying the knowledge acquired regarding molecular

imaging procedures and instrumentation to hands on experience in the medical imaging lab. Topics include common molecular imaging procedures and basic gamma camera operations and instrumentation.

#### NM 431 Applied Nuclear Medicine Lab II

This course integrates advanced molecular imaging procedures and instrumentation concepts learned as part of other courses offered in the nuclear medicine program. The focus of this course will be applying the knowledge acquired regarding molecular imaging procedures and instrumentation to hands on experience in the medical imaging lab. Topics include advanced molecular imaging procedures, advanced gamma camera operations and instrumentation, and radiopharmacy concepts.

#### NM 450 Clinical Internship I

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

#### NM 451A Clinical Internship II

The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student's learning. Prerequisites: NM 450

#### NM 452A Clinical Internship III

The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student's learning. Prerequisites: NM 451A

#### NM 460 Nuclear Medicine Critique

This course features advance discussions in nuclear medicine procedures and the related technology. Case studies will be analyzed and discussed in detail. This course is designed to bridge the gap between the introductory discussed. Prerequisites: NM 404, NM 408, NM 410

## NM 470 Nuclear Medicine Seminar

This course is a review of the fundamentals of nuclear medicine including patient care, radiation protection and safety, procedures and their applications, quality control, and radiopharmaceuticals. A variety of mock boards, subject area examinations, and comprehensive reviews will take place. Prerequisites: NM 460

## NEUROSCIENCE

Steven Threlkeld - Helen Consiglio

The Neuroscience program engages majors and minors in the exciting and rapidly progressing interdisciplinary field of neuroscience. In this program, students learn about the brain, behavior and neuroscientific processes from multiple perspectives including health sciences, physiology, anatomy, pharmacology, imaging, animal behavior and data collection and analysis. This interdisciplinary approach allows students to explore the nervous system from the level of molecules up to memory and emotions. Students hone critical thinking and writing and communication skills through analysis of the newest breakthroughs and trends in neuroscience. Coursework culminates in a research experience, in which students gain an in-depth knowledge of a specific topic in neuroscience through one-on-one mentorship with a faculty member or research supervisor.

### Student Learning Outcomes for Neuroscience

Students should be able to:

- Exhibit a broad knowledge of the major life and behavioral sciences upon which neuroscience is founded.
- Demonstrate an understanding of how historical background and theoretical perspectives shaped the current state of the field.
- Articulate the interdisciplinary nature of neuroscience and the mutual contributions and intersections among neuroscience, humanities, and social sciences.
- Describe the underlying principles, strengths, limitations, and ethical considerations of common methodologies used in neuroscience research.
- Analyze, interpret, and represent quantitative information in both symbolic and graphical forms.
- Apply underlying neuroscience principles and techniques to independently solve a hypothesis-driven research question in a specific sub-discipline.
- Effectively communicate scientific findings, concepts, and theories to both general and scientific audiences in both written and oral formats through advocacy and outreach to the community.
- Analyze, evaluate, and integrate primary literature to identify existing gaps in knowledge.

## **Foundational Courses Required for All Neuroscience Majors**

NEU 201/X (with lab), PS 203, CH 105 OR CH 103/104 (both with Lab), BI 105/106 or Biology 103/104 (Both with Lab), PS 303 and PS 304 (both with Lab), MA 211/212 Statistics OR MA 106 Calculus, BI 210 (with lab), PS 329A, BI 306/X (with Lab), NEU 403, NEU 404

## **Neuroscience Major Electives**

Majors will choose a total of 5 neuroscience electives with a minimum of 2 electives from each cluster

### **Cognitive/Behavioral Cluster**

NEU 322, NEU 323, NEU 325, PS 321, BI 318, PS 309A

### **Molecular/Cellular**

BI 307, BI 312A, BI 308, BI 316, NEU 324

## **Neuroscience Minor**

**Required for all neuroscience minors**

### **Core Courses**

PS 203, BI 105 (with Lab) or BI 103 (with Lab), NEU 201/X, PS 329A, BI 306 (with Lab)

### **Neuroscience Minor Electives**

Minors in neuroscience will choose one course from either category of the listed electives. Only two courses from the neuroscience minor requirements will double count for a major and the minor.

### **Cognitive/Behavioral Cluster**

NEU 322, NEU 323, NEU 325, PS 321, PS 309A

### **Molecular/Cellular**

BI 307, BI 312A, BI 308, BI 317, NEU 324

## **Course Descriptions**

NEU 201X Introduction to Neuroscience

This course introduces students to the biological basis of behavior. Lectures focus on basic concepts of neural communication, anatomy, physiology and the relevance of

these processes in typical and disordered neurobehavioral states. Students will apply basic neuroscience concepts and methods to lab simulations, experiments, and an outreach project.

### NEU 322 Sensory Systems and Perception

Perception results from a complex series of processes that combine to give rise to our experience and facilitate our reaction to events in the environment. In this course, factors that determine what we perceive are studied, including organization and input from sensory systems and the effects of attention and past experience. Implications for the formation of bias and perceptual development will also be considered.

### NEU 323 Learning and Memory

This course focuses on the neurobiological and behavioral basis of learning and memory. We will explore the molecular and cellular basis of learning in invertebrates and vertebrates from behavioral and neural perspectives. Course content and assignments will help students understand how individual experiences modify the intricate cellular and molecular systems of the brain to shape who we are.

### NEU 324 Drugs, Brain, and Behavior

This course will focus on the biological mechanisms through which psychoactive drugs produce changes in behavior. We will take an in depth look at commonly abused drugs such as amphetamine and alcohol and discuss current theories of addiction. We will also focus on drugs used to treat psychiatric disorders such as schizophrenia, anxiety, and depression examining the effects of various substances on brain function.

### NEU 325 Social Neuroscience

This course will review the neurobehavioral systems, processes and theories associated with social dynamic, including, social perception, conformity, persuasion, prejudice, and social cohesion. Course content and assignments will provide insight into the neuroscientific methods for studying complex social processes as they relate to the evolution, maintenance and modification of interpersonal and group relations.

### NEU 403 Neuroscience Research Experience I

This is the first course in a two-semester sequence, designed for advanced neuroscience students. This course provides an opportunity for students to gain hands-on research experience in the field of neuroscience (12 hours each week on site). The course consists of an individualized research experience and a weekly seminar. Students may fulfill the research requirement through completion of an on-campus or off-campus research experience.

## NEU 404 Neuroscience Research Experience II

This is the second course in a two-semester sequence, designed for advanced neuroscience students. This course provides an opportunity for students to gain hands-on research experience in the field of neuroscience (12 hours each week on site). The course consists of an individualized research experience and a weekly seminar. Students may fulfill the research requirement through completion of an on-campus or off-campus research experience.

## NUCLEAR MEDICINE PROGRAM

Faculty are listed under the Medical Imaging Department.

Nuclear Medicine utilizes radiopharmaceuticals and medical isotopes to diagnose and treat diseases. Nuclear Medicine is the modality in medical imaging that provides physiology information of particular diseases in most organs of the body. This program prepares students to be competitive in the job market. Students will perform clinical internships at cutting-edge, major academic medical centers and advanced community-based hospitals in and around the Boston area.

### Admissions Policy for Nuclear Medicine

To be considered for the Nuclear Medicine program, students must:

- Have at least an overall 2.8 GPA and all of the prerequisite courses completed with at least a grade of C+ or better
- Have an interview with the Nuclear Medicine program director/faculty

Other requirements for admission also apply. For a full explanation, contact the Medical Imaging department, see the program's website, or see the Handbook for the Nuclear Medicine Technology program.

There is also a direct acceptance option for high school students. Please visit [www.regiscollege.edu/academics/ug-department.cfm?id=BS\\_Nuclear\\_Medicine](http://www.regiscollege.edu/academics/ug-department.cfm?id=BS_Nuclear_Medicine) for the admissions policy; however, even if a student from high school receives direct acceptance into the Nuclear Medicine program, the student must also meet the admissions criteria described above.

The Nuclear Medicine Technology program is accredited by the [Joint Review Committee on Education Programs in Nuclear Medicine Technology](#) (JRCNMT), 2000 W.Danforth Rd. STE 130, #203 Edmond, OK 73003, Phone 405-285-0546.

## **Student Learning Outcomes for Nuclear Medicine**

The Nuclear Medicine Technology program will prepare graduates who:

- Select and implement appropriate exam protocols and scan parameters to provide high-quality diagnostic and therapeutic nuclear medicine/molecular imaging services.
- Assess the benefits and risks of radiation exposure to meet regulatory requirements, optimize patient radiation dose, and limit exposure to self and the general public.
- Apply knowledge of instrumentation to operate nuclear medicine/molecular imaging equipment and to perform standard quality control activities.
- Evaluate and analyze evidence-based research to advance the profession and promote life-long learning.
- Employ essential leadership and patient care skills to serve as a model of professionalism within the field of nuclear medicine/molecular imaging.
- Demonstrate mastery of the didactic knowledge required for the national certification board exams in Nuclear Medicine Technology offered by the Nuclear Medicine Technology Certification Boards (NMTCB) and the American Registry of Radiologic Technologist (ARRT).

### **Prerequisites\***

BI 105, BI 106, EN 105, EN 106, MA 100A (if required based on placement tests), MA 101A (if required based on placement tests), MA 210, PY 101, CH 103, CH 104, ID 230, and ID 304. All nuclear medicine courses are to be taken sequentially as outlined in the [professional curriculum](#).

### **Required for the Nuclear Medicine Major and Concentration\***

NM 350, MI 400, IPE 306, NM 401, NM 406, NM 408, NM 409, NM 410, NM 415, NM 420, NM 430, NM 431, NM 450A, NM 451A, NM 452A, NM 460, NM 462

\*For students entering Regis College in Fall 2020 and beyond

### **Courses Descriptions**

#### **NM-350 Nuclear Medicine Essentials**

The course covers a variety of Nuclear Medicine topics as a way to introduce the student to Nuclear Medicine Technology. Topics include patient care, mathematics and statistics review, and computer applications in nuclear medicine. Clinical observations are required and topics of CPR and medical terminology are introduced.



## NM 409 Radiation Physics, Biology & Radiation Protection

This course explores the principles and methods of radiation protection, health physics units, measurement, and dose-limiting regulations for occupationally and non-occupationally exposed individuals; radiation surveys; techniques and decontamination methods; monitoring of radioactive waste, radiation dose measurements, and radionuclide accountability; and special topics, including precautions with brachytherapy patients, with patients receiving therapeutic amounts of radionuclides and in management of accidentally contaminated individuals. This course will also serve as an overview of the genetic and somatic effects of ionizing radiation. Mechanisms of interaction from the subcellular level to the organism will be presented. The risk versus benefit of radiation exposure to occupational workers as well as patients will be discussed. The emphasis of the course will be an understanding of the theory of radiobiology and how this translates into radiation protection practices.

## MI 400 Professional Practice in Medical Imaging

This course focuses on a variety of topics that are tailored to the medical imaging profession. Topics include patient care and assessment critical to imaging procedures, medical ethics and healthcare law, medical terminology, health informatics, and health administration. Research methods, along with oral and written communication skills, are also included. Prerequisite: Admission into the Nuclear Medicine Program

## MI 462 Computed Tomography

This course is a comprehensive introduction to computed tomography (CT), including concepts related to physics and instrumentation, patient care, procedures, and cross-sectional anatomy. This course is appropriate for students seeking a foundation in didactic knowledge to prepare for the ARRT and/or the NMTCB registry examination in computed tomography.

## NM 401 Nuclear Medicine Procedures & Technology

The purpose of this course is to give students an understanding of nuclear medicine procedures including the appropriate instrumentation and patient care skills are reviewed. Procedures include the skeletal system, endocrine system, respiratory system, GI system, GU system, cardiac system, CNS, inflammatory & tumor imaging, & therapeutic studies. Prerequisite: Admissions into the Nuclear Medicine Program.

## NM 406 Instrumentation I

This course focuses on the principles of both imaging and non-imaging instrumentation. The design, operation, and quality control of gas detectors,

scintillation detectors, gamma cameras, solid-state detectors, and single-photon emission computed tomography (SPECT) are covered. This course also covers counting statistics and the applications of computers in nuclear medicine with the appropriate instrumentation discussions. Prerequisite: Admission into the Nuclear Medicine Program

#### NM 410 Radiopharmacy and Pharmacology

Rules and regulations regulating the practice of the radiopharmacy/hot lab are discussed in detail. Radiopharmaceutical preparation, labeling information, methods of localization, record keeping and storage of radioactive materials, quality control, and federal/state regulations are discussed. Generator systems, cyclotrons, and accelerators are covered. Pharmaceuticals used in nuclear medicine as adjunct therapies are covered along with their indications, dosage, and effects. Prerequisites: NM 401 and NM 406

#### NM 415 Nuclear Cardiology

This course focuses on the cardiac system with emphasis on nuclear imaging, quantification, and functional analysis as well as related information regarding cardiology, such as ECG interpretation, cardiac medications, cardiovascular disease, and the ischemic cascade. Pharmacologic stress agents will also be discussed. Prerequisite: NM 401

#### NM 420 Molecular Imaging

This course focuses on molecular imaging, including PET, MRI, and CT. The emphasis is on imaging techniques, instrumentation, physics, the bio distribution of molecular agents, and the clinical applications of molecular imaging. Prerequisite: NM 401

#### NM 430 Applied Nuclear Medicine Lab I

This course integrates common molecular imaging procedures and instrumentation concepts learned as part of other courses offered in the Nuclear Medicine program. The focus of this course will be applying the knowledge acquired regarding molecular imaging procedures and instrumentation to hands-on experience in the medical imaging lab. Topics include common molecular imaging procedures and basic gamma camera operations and instrumentation.

#### NM 431 Applied Nuclear Medicine Lab II

This course integrates advanced molecular imaging procedures and instrumentation concepts learned as part of other courses offered in the nuclear medicine program. The focus of this course will be applying the knowledge acquired regarding molecular

imaging procedures and instrumentation to hands-on experience in the medical imaging lab. Topics include advanced molecular imaging procedures, advanced gamma camera operations, and instrumentation, and radiopharmacy concepts.

#### NM 450A Clinical Internship I

The purpose of this course is to give students, under direct and indirect supervision, 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 to enhance the student's learning.

#### NM 451A Clinical Internship II

The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in Nuclear Medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates to enhance the student's learning.  
Prerequisite: NM 451A

#### NM 452A 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 to enhance the student's learning.  
Prerequisite: NM 451A

#### NM 460 Nuclear Medicine Critique

This course features advanced discussions in nuclear medicine procedures and related technology. Case studies will be analyzed and discussed in detail. This course is designed to bridge the gap between the introductory discussion. Prerequisites: NM 410, NM 415, NM 420

## **NUTRITION**

Cathy Fuller, Program Director; Ryan Andrews, Assistant Professor; Additional faculty are listed under the Health and Fitness Studies Department.

Nutrition is one of the majors available within the Health and Fitness Studies Department. The BS in nutrition prepares students to enter the field as a nutritionist in a community, corporate wellness, fitness, or school setting. It also prepares students to pursue graduate studies in dietetics, leading to registered dietitian licensure, nutrition education, public health, or other health related fields.

## **Student Learning Outcomes for the BS in Nutrition**

Students should be able to:

- Apply knowledge and principles related to nutrition, health, and personal well-being within various individual and community contexts.
- Evaluate and analyze research in nutrition and health and apply this knowledge in various contexts.
- Create, implement, evaluate, and improve programs and policies related to nutrition and health to meet the needs of diverse populations.
- Apply interventions and strategies for improving nutritional and health status of individuals with varying needs based on food science principles and national dietary guidelines.
- Demonstrate a variety of communication and motivational strategies to educate the public regarding nutrition for health and well-being.
- Demonstrate knowledge of and apply professionalism, interprofessional collaboration, advocacy, and leadership within nutrition and health.

### **Required for the Nutrition Major**

BI 105 & 106, BI 108, CH 103 & 104, CH 305, MA 210, HFS 150, HFS 208, HFS 211, NUTR 103 or NUTR 205, NUTR 248, NUTR 250, NUTR 319, NUTR 320, NUTR 323, NUTR 324, NUTR 330, , HFS 412, HFS 413, PS 233, IPE 306, and 2 physical education activity courses.

Students in the nutrition major are encouraged to add a minor to their course of study. Suggested minors include: public health, biology, communication, exercise science, or another area of interest.

### **Required for the Nutrition Minor**

HFS 150 or HFS 211 or ID 230, NUTR 103 or NUTR 205, plus four additional electives from the following list of courses: NUTR 248, NUTR 250, NUTR 319, NUTR 320, NUTR 323, NUTR 324, NUTR 330, or an approved Public Health course.

### **Prerequisites**

BI 105 & BI 106; CH 103 or CH 105

### **Courses Descriptions**

NUTR 103 Introduction to Nutrition

This course will introduce students to nutrition concepts such as how food nourishes the body and the role of nutrition in human health. An emphasis will be placed on the roles of key nutrients in the body including water, minerals, vitamins, lipids, protein, and carbohydrates. In addition, this course will examine the components of a nutritious diet,

dietary recommendations intended to guide the public, the relationship between nutrition and fitness, energy balance, diet and disease, food safety, food security, food system sustainability, food equity, and social, cultural, and economic factors that drive food choices. This course will also delve into the complexities of current topics and controversies in nutrition. (This course does not fulfill the requirements for nursing majors)

#### NUTR 205 Nutrition Along the Health Continuum

This course explores the relationship between good health and nutrition. It examines the process of digestion, absorption, and metabolism and discusses the classes of nutrients, their functions, food sources, recommended daily allowances, and deficiency diseases. U.S. Dietary Guidelines are studied with applications made in meal planning for nutritional benefit with specific populations. Nutritional assessment, principles of therapeutic nutrition, and nutrition teaching are examined as they relate to the professional nursing role. Prerequisites: BI 105 & 106

#### NUTR 248 Food and Society

Food affects everything. This course will address the historical, ecological, biopsychosocial, economic, religious, political, and cultural conditions influencing the human diet and health outcomes. Within each of these, the complex relationships that determine what people eat will be examined along with how the roots of American food have led to modern day food system dilemmas.

#### NUTR 250 Obesity and Body Weight Management

This course provides an overview of the epidemiology, physiology, chronic disease implications, and current state of preventive and therapeutic interventions for obesity in adults and children. Public health policy approaches to healthy nutrition and physical activity promotion will also be addressed.

#### NUTR 319 Life Cycle 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 211, NUTR 205 recommended, or instructor permission

## NUTR 320 Community Nutrition

This course will introduce students to the practice of community nutrition, applied nutrition, and nutrition education in community health care and other settings. The effect of social, economic, environmental, cultural, and political factors on health and nutrition policies and programs designed to enhance the well-being of population groups will be discussed. Students will also examine federal, state, and local assistance programs. Prerequisites: HFS 150 or HFS 211, NUTR 205 recommended, or instructor permission

## NUTR 323 Meal Planning and Nutrition Counseling Techniques

This course will provide students with practical applied experience in nutrition counseling and menu planning for health and disease states based on scientific food and nutrition principles. Students will plan menus and practice appropriate counseling techniques for classmates and/or Regis Health Center clients with instructor supervision. Prerequisites: NUTR 205, NUTR 319, or permission of the instructor

## NUTR 324 Experimental Foods and Food Preparation

This course will provide students with practical experience in food preparation, cooking, food science and recipe development for health and disease states based on scientific food and nutrition principles. This will include the chemistry of recipe development, principles of food evaluation, and metabolic utilization of food in disease states. Students will plan and prepare meals according to specific RDA guidelines, as well as modify and test recipes with instructor supervision. Prerequisite: NUTR 205, NUTR 323; NUTR 330 recommended, or instructor permission

## NUTR 330 Pathophysiology and Nutrition Therapy

This course examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; injury and metabolic stress; and dysfunctions of the circulatory, respiratory, gastrointestinal, urinary, nervous, and endocrine systems. Students will also consider risk factors and physiological adaptation to various disease conditions. Course emphasizes medical nutrition therapy in acute and chronic disease. Prerequisite: BI 105 & 106, CH 103 & 104, NUTR 205, or instructor permission

## NUTR 3XX Currently being developed

# PSYCHOLOGY

Helen Sabolek Consiglio- Sheila Combs - Rebecca DesRoches - Heidi L. Webster - Stephanie Maddox

The field of psychology examines the behavior and mental processes of humans and animals from a variety of perspectives: biological, cognitive, developmental, social and personality, and mental and physical health. Psychology majors acquire transferrable professional and personal skills and knowledge which include critical thinking, effective written and oral communication, research and statistical analysis, ethicality, and a broad knowledge base within the discipline. An understanding of the field prepares undergraduates for meaningful careers upon graduation and for entry into graduate and professional degree programs. Students earning a bachelor's degree are prepared for entry level careers in human services, research, higher education, and business and industry while students earning an advanced degree in psychology are prepared for careers in mental health (e.g., counseling, therapy) and non-mental health subfields (e.g., sports, industrial-organizational, cultural, social, media, cognitive, environmental). As designed, the program provides students with the flexibility to take upper-level psychology electives of personal and professional interest, double major, elect a minor, study abroad, complete the program at an accelerated pace, or enter select Regis College Master's degree programs in three years.

## Student Learning Outcomes for Psychology

Students should be able to:

- Demonstrate fundamental knowledge of the major principles and applications in psychology.
- Apply scientific and critical reasoning to the interpretation of psychological information with consideration of the sociocultural context.
- Use scientific reasoning to interpret, design and conduct basic psychological research.
- Understand and apply socially responsible and ethical standards to psychological science and practice in the classroom and the community.
- Demonstrate effective and culturally-sensitive written, oral and interpersonal communication.
- Develop and articulate career goals and demonstrate self-efficacy, self-awareness and professionalism.

## Three-Year Bachelor's Degree Program Option

In addition to the traditional 4-year Bachelor's degree program, this fast track option allows qualified undergraduate psychology majors with an opportunity to complete the



Bachelor's degree in Psychology in three-years. Successfully completing this accelerated program saves students money while preparing them for earlier entry into careers or graduate and professional degree programs. Interested students should contact the Regis College Admission Office for more information on this accelerated program.

### **Combined Bachelor's/Master's Degree Program Options**

- Bachelor's in Psychology/Master's in Applied Behavioral Analysis
- Bachelor's in Psychology/Master's in Counseling
- Bachelor's in Psychology/Master's in Occupational Therapy
- Bachelor's in Psychology/Master's in Speech-Language Pathology

These fast track programs allow qualified undergraduate psychology majors with the option of completing one of these Master's degrees on an accelerated time frame by completing the Bachelor's degree in psychology in just three years. Undergraduates pursuing these options can enroll in up to three graduate-level courses in their junior year, and apply these courses to both the Bachelor's and Master's degree programs. Interested students should contact the Regis College Admission Office for more information on these accelerated programs.

### **Required for the Psychology Major**

Prerequisites: PS 203 or PS 233, PS 204A

Required Courses: PS 301, PS 303, PS 304, PS 402, PS 440, ~~or~~ PS 441, MA 211, MA 212, and four additional psychology electives at the 300-level. Double majors may take an additional elective instead of PS440 or PS441. Refer to the course descriptions below to identify psychology electives.

### **Psychology Minor**

Regardless of your major and prospective career path, your life involves living and working with others. So, knowing something about human behavior and mental processes is important if you want to thrive personally and professionally. A minor in psychology consists of six courses in the discipline and is worth considering as a complement to any major. For example, students have pursued psychology as a minor while majoring in subjects as varied as English, communications, criminal justice, business, sociology, social work, biology, and nursing.

### **Required for the Psychology Minor**

Any two of these courses: PS 203 or PS 233 or PS 204A

Any four psychology courses at the 300-level. Refer to the course descriptions below to identify 300-level psychology electives.

## Course Descriptions

### PS 203 Introduction to Psychology

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

### PS 204A Introduction to Psychology II/Lab

This course will follow PS 203 and will focus on the foundations of writing in psychology and the development of critical thinking skills. Topics include ethics, writing, evaluation of current topics, career opportunities, and the application of psychology in everyday life. Prerequisites: PS 203, PS 233, or instructor permission

### PS 233 Introduction to Human Development

This course is a consideration of human development from infancy through old age. Emphasis will be on cognitive, emotional, and social development, with attention to implications for nursing & Health Sciences. We will discuss the interconnected nature of identities and social categorizations such as race, gender, class, and ability as it relates to human development.

### PS 242 Health Psychology (this does not count as a 300-level elective)

This course provides a foundational overview of health psychology and behavioral medicine. We will examine how theories from psychology and sociology/social work have enhanced our understanding of health and illness and can contribute to a paradigm shift toward a more holistic model of healthcare which encompasses the interrelationships among biological, psychological and sociocultural dimensions. We will examine how health and wellness are conceptualized within the modern American healthcare system. We will discuss what is known about preventing and treating illness, and how behavior and personality affect health status.

### PS 301 Seminar: History and Systems of Psychology

Psychology will be viewed in its historical context. This course focuses on schools of thought, individual psychologists, and the influence of time and place. Prerequisite: PS 304 or instructor permission

### PS 303 Research Methods in Psychology I/Lab

This course will focus on the how research is conducted in psychology and the behavioral sciences. Emphasis this semester will be on critical evaluation of sources of information, conducting literature searches, and design of research projects. This course will provide an overview of both qualitative and quantitative research designs and include a laboratory. Prerequisite: PS 204 or instructor permission

### PS 304 Research Methods in Psychology II/Lab

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

### PS 306 Cultural Psychology

As a subfield with roots in social psychology and cultural anthropology, cultural psychology studies the interaction between cultural systems and the mind, and specifically how each influences the other. Utilizing theory, research, and methods appropriate to the fields of both culture and psychology, we will examine cultural memory, including intergenerationally communicated symbols, meanings, and behaviors, as well as other sociocultural frameworks for diversity in self-identification, development, motivation, agency, perception, emotion, and relationships. Prerequisites: PS203 and PS204 or SO213 or instructor 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 the application of child development concepts to professional situations are each important components of the course. Prerequisites: any two of the following three: PS 203, PS 204, or ED 101, or instructor permission

### PS 309A Psychological Disorders: Adult

In this course students will consider current theory, research, and controversies regarding the nature, causes, outcomes, and treatment of many of the major psychological disorders. Prerequisites: PS 203 and PS 204 and junior or senior status or instructor permission

### PS 310 Psychology of Adolescence

This course provides a comprehensive view of the developmental tasks and challenges of adolescence and includes historical and cross-cultural perspectives. Students will also gain an appreciation of the physical, cognitive, emotional, and social influences on the adolescent's development and explore the application of this knowledge to professional situations. Prerequisites: any two of the following three: PS 203, PS 204, ED 101, or instructor permission

### PS 311 Adulthood and Aging

Multiple dimensions of adult life are addressed in this course. In addition to examining theoretical perspectives and research findings on adult development, the course examines negative stereotypes of ageism in our society. Prerequisites: PS 203 and PS 204 or instructor permission

### PS 312 Social Psychology

The rich variety of human social behavior is discussed in this course. We will investigate how people think about, influence, and relate to one another. Important issues in social perception, social influence, and social relations will be covered. Prerequisites: PS 203 and PS 204 or instructor permission

### PS 314B Psychological Disorders: - Child and Adolescent

This course offers an examination of childhood psychological disorders from a biopsychosocial perspective. The course covers theory, research, and controversies related to the nature, etiology, and treatment of disorders that begin in childhood or adolescence. The impact of these disorders on the child's development and family functioning are considered. Prerequisites: any two of the following three: PS 203, PS 204, ED101, or instructor permission

### PS 320 Psychology of Women

This course features an exploration of theory and research with consideration of biological and social, as well as psychological influences on women's development. Students will become familiar with current research findings and will be encouraged to make connections to the world in which they live. Prerequisites: PS 203 and PS 204 or instructor permission

### PS 321 Cognitive Process

This course covers the theories and research that describe mental processes such as perception, learning, attention, memory, and language. Students will learn about how we organize information and how we use this information in our daily lives to make decisions and solve problems. Prerequisites: PS 203 and PS 204 or instructor permission

### PS 327 Group Process

This course includes both experiential learning in groups and the study of theoretical perspectives and research findings about groups. Students will engage in a variety of group activities as well as the more traditional classroom activities of lecture and discussion. Prerequisites: PS 203 and PS 204 or instructor permission

### PS 328 Positive Psychology

This course examines psychology from the perspective of strengths and virtues. It incorporates theory, research, and experiential learning. Topics covered include pleasure and positive experiences, happiness, character strengths, values, wellness, positive interpersonal relationships, and the institutions that facilitate these positive outcomes. Prerequisites: PS 203 and PS 204 or instructor permission

### PS 329A Neuropsychology

This course will focus on the study of brain-behavior relationships. Students will gain an understanding of the major ideas and theories in neuropsychology. Topics covered will include principles of brain organization and function, assessment and diagnostic techniques, neuropsychological disorders occurring throughout the lifespan as well as recovery, rehabilitation, and currently available treatments. We will address ethics and the role of emerging technologies in shaping the direction of the field.

Prerequisites: any two of the following three: PS 203, PS 204, or PS 233 or instructor permission

### PS 402 Seminar: Problems in Psychology

This course provides an examination of topics and theories in contemporary and classical psychology with the additional opportunity to research areas of individual career and post-graduation interests. Prerequisite: PS 301 or instructor permission

## PS 440 Theory and Practice of Psychology I

Students will combine an internship experience (8-12 hours per week on site) with weekly seminars. Learning will occur through integration of on-site experiences with individualized and group readings and discussions. Each student will evaluate theory and research as it applies to her or his own experiential learning while developing observational, analytical, and professional skills. Prerequisites: PS 301 and senior status or instructor permission

## PS 441 Theory and Practice of Psychology II

In this course, students will continue to synthesize theory and practice through a combined internship and seminar experience. Learning will occur through integration of on-site experiences (8-12 hours per week) with individualized and group readings and discussions. Each student will evaluate theory and research as it applies to their own experiential learning while developing observational, analytical and professional skills. Students will have access to resources for career development.

## PS 409, PS 410 Individualized Study

# **PUBLIC HEALTH**

Manuel Cifuentes, Program Director; Faculty, Leslie Mandel

Public Health is the science of protecting the health of the community through organized and systematic efforts. The mission of the public health major is to prepare students to serve and to lead in the field of public health through working with diverse populations and improving the health of communities through education, research, outreach, and service.

## **Student Learning Outcomes for the BA in Public Health**

Students should be able to:

- Integrate knowledge of factors impacting human health, such as lifestyle, nutrition, genetics, aging, access to healthcare, and environmental exposures when analyzing public health issues.
- Demonstrate an understanding of the essential components of the U.S. healthcare system and how to advocate on behalf of the community.
- Evaluate population health challenges.
- Demonstrate oral and written communication skills required in health-related work settings and graduate and professional programs.
- Utilize critical thinking skills to analyze and evaluate health-related information.
- Work individually and within a team setting by applying organizational knowledge

and leadership skills.

- Integrate and apply public health skills in a variety of settings.
- Promote equity and the rights of individuals, groups, and the community according to the legal and ethical standards of the public health field.

## **Public Health Major**

All public health majors are required to complete the courses listed below in addition to Regis required core courses as part of their major requirements.

### **Prerequisites for the Major (may be taken concurrently with Public Health classes)**

BI 108 Microbiology/Lab and BI 203 Human Biology/LabOR

BI 105 Anatomy and Physiology I Lab and BI 106 Anatomy and Physiology II Lab

MA 210 Statistics or MA 211/212 Statistical Methods\*

### **Required for the Major**

PBH 200, PBH 203, PBH 206, PBH 300, PBH 303, PBH 305, PBH 307, PBH 402, PBH 409C, PBH 410C, 2 electives, capstone (PBH 410CC)

### **Electives**

The electives may be public health courses or may be a course from another department. Current courses that may fulfill the elective requirement include:

NUTR 103 Introduction to Nutrition, HFS 250 Obesity and Body Weight Management, HFS311 Health and Wellness, PO 231 Human Rights, SP 100/SP 200 Spanish for Health Professionals, ID 218 Living & Dying Through Pandemic, ID 228 The Challenge of Wellness: Multidisciplinary Perspectives, ID 230 Interdependence of Healthcare Professions in the U.S., SW 202 Introduction to Social Services, PS 233 Introduction to Human Development, MU 215 Music, Health, and Wholeness, SP 300 Advanced Spanish for Health Science, IPE 306 ResearchMethods, IPE 308 Health Informatics, NUTR 205 Nutrition Along Health Continuum, NUTR 248 – Food and Society, NUTR 319 Life Cycle Nutrition, NUTR 320 Nutrition and the Community, EN 329 Writing for Community Service, EN 334 Writing and Healing, SO 303A Oppression, Prejudice, and Discrimination, SW 304A Communities, Groups, and Organizations, SW 325 Social Work Practice in Health Care Settings, SW 340 Contemporary Social Problems or PBH 313 Global Public Health Experience. Other electives are possible with permission from Program Director.

Students who are majoring in public health should meet with their advisors to discuss the elective course.

\*Students will be encouraged to take MA 211/212, but MA 210 will be accepted.



## Public Health Minor

### Required for the Minor

PBH 200, PBH 203, PBH 206, PBH 303, 2 Electives\*

\*Current courses that may fulfill the elective requirement include: NUTR 103 Introduction to Nutrition, HFS 250 Obesity and Body Weight Management, HFS 311 Health and Wellness, PO 231 Human Rights, SP 100/SP 200 Spanish for Health Professionals, ID 218 Living & Dying Through Pandemic, ID 228 The Challenge of Wellness: Multidisciplinary Perspectives, ID 230 Interdependence of Healthcare Professions in the U.S., SW 202 Introduction to Social Services, PS 233 Introduction to Human Development, MU 215 Music, Health, and Wholeness, SP 300 Advanced Spanish for Health Science, IPE 306 Research Methods, IPE 308 Health Informatics, NUTR 205 Nutrition Along Health Continuum, NUTR 248 – Food and Society, NUTR 319 Life Cycle Nutrition, NUTR 320 Nutrition and the Community, EN 329 Writing for Community Service, EN 334 Writing and Healing, SO 303A Oppression, Prejudice, and Discrimination, SW 304A Communities, Groups, and Organizations, SW 325 Social Work Practice in Health Care Settings, SW 340 Contemporary Social Problems or PBH 313 Global Public Health Experience. Other electives are possible with permission from Program Director.

However, students who minor in public health should meet with the program director of the Public Health Program to discuss electives that fulfill the minor.

### Course Descriptions

#### PBH 200 Introduction to Public Health

Public health is the science of protecting the health of the community through organized and systematic efforts. These efforts can take the form of education, providing access to health care, and protecting the public from exposures that could cause them harm. This introductory course examines the role of public health in the community. It provides an overview of the field and major topics within Public Health and focus on contemporary and historical population health problems.

#### PBH 203 Introduction to Epidemiology

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

## PBH 206 Introduction to Global Health

Global health is the science of understanding the health of populations throughout the world, in an effort to understand contributing factors to health, with a focus on improving the health of the communities across the globe through organized and systematic efforts. These efforts can take the form of education and providing access to health care and resources, with the goal of protecting populations from exposures that could cause them harm. This course examines the complex distribution of disease across the globe, examining the health of diverse communities. It will focus on major health problems, considering economic, social, and political conditions contributing to disease burden, unique to developed and developing nations across the globe.

## PBH 300 Health and the Environment

Health and the Environment will introduce students to the issues and concepts in the field of environmental health. It is intended to provide students with an understanding of how environmental factors impact the health of individuals and the community. This course will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with a general understanding of the health hazards resulting from exposure to physical, chemical, and biological hazards; vectors for dissemination (water, soil, and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues. Suggested Prerequisite: PBH 200

## PBH 303 Public Health Policy and Advocacy

Health policy and advocacy training is needed to provide future public health practitioners with policy-making knowledge and skills in generating public support, policy-maker communications, and policy campaign operations. This course will provide a comprehensive introduction to the fields of public health policy and advocacy. Students will gain an understanding of the current healthcare system and strategies used to advocate for the community through legislation, written pieces, media, coalitions, and community organizing. The course will focus on moving from identifying a health problem, to creating potential solutions, and then determining how to propel the solution forward into action. In particular, the class will look closely at who pleads for the health needs of various population groups in the U.S., how they do so, and the role they play in the process. Students will gain an understanding of how theory, research, policy, and practice can work together to promote systemic social change. Students will also be exposed to strategies used to advocate for the community. The course will also provide practical information, such as skills in advocacy and opportunities to learn from specific advocacy efforts, as well as seasoned advocates. Suggested Prerequisites: PBH 200 and PBH 206

## PBH 305 Public Health Leadership and Management

Public health operates in a dynamic environment that requires effective leadership and management. In fact, the World Health Organization lists “leadership and governance” as one of the six interrelated health systems building blocks. U.S. health reform also includes an expanding definition of public health that demands that the public health professional be an effective collaborator who understands the need for problem solving, conflict resolution, inter-organizational relationships and organizational change. This course will address theories and principles of leadership, leadership styles and practices, the levels of public health leadership, leadership tools needed for the 21<sup>st</sup> century, public health competencies, and emerging public health trends and issues. Suggested Prerequisite: PBH 200

## PBH 307 Health and Society

This course is designed to provide students with an introduction to the study of the social determinants of health. It will focus on understanding society’s impact on the public’s health with a focus on contextual influences such as economic, educational, social and physical environment, as well as community systems and services that affect health and health care today and over generations. It will also examine how these themes apply throughout the lifespan and to individual groups within communities. The course will examine how health problems and disparities emerge, have been addressed over time, how communities can organize to change and improve health outcomes and explore tools, strategies, and policy efforts to eliminate such disparities. Suggested Prerequisite: PBH 200

## PBH 313/PBH 613 Global Public Health Experience

This course will allow students the rare opportunity to examine firsthand the healthcare system of a developing country. It will focus on access to healthcare in the context of the socioeconomic and political status of the country. Through lectures and visits to important sites in the country, students will learn about the culture, history and politics of the country as well as the public health infrastructure. This is a faculty led short-term travel course with an accompanying seminar.

## PBH 402 Developing a Public Health Program

Public health professionals are trained in the use of appropriate strategies and methods to facilitate the development of policies, procedures, interventions and systems that are conducive to the health of individuals, groups, and communities. This course draws from all other public health classes and focuses on the assessment, planning, implementation, and evaluation of public health programs that will assist groups to maintain and improve their health. Students will engage in hands-on problem identification, needs assessment, program planning, and development practice with a variety of program planning models.

Prerequisites: public health major, senior status

PBH 409C Public Health Internship I/PBH 410C Public Health Internship II & Capstone

These courses are designed for senior public health students. They are an opportunity for students to gain practical experience in a public health setting. Students will work in an area of public health that is of interest to them. This is a two-semester course. Internship venues may include health departments, health care organizations/programs, foundations, public health associations, community organizations, public school systems, etc. conducting programming or projects related to public health issues. Generally, an internship will be considered acceptable for public health course credit if it pertains to one or more of the topical areas in the Centers for Disease Control and Prevention- Healthy People. Prerequisites: Senior status

## **RADIOGRAPHY**

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

### **Full Time Two Year Curriculum Plan**

	<b>Credits</b>
<b>Prerequisites</b>	4
<b>Year I, Summer</b>	
BI 105 Anatomy and Physiology I/Lab	
MR 100 Introduction to Radiologic Technology/Lab	3
<b>Year I, Fall</b>	
MR 101 Radiologic Procedures and Related Anatomy I/Lab	3
MR 140 Patient Care in Radiography	3
MR 120 Radiologic Clinical Experience I	3
MR 131 Radiologic Physics	3
*Non-Radiography	3

### **Year I, Spring**

MR 102 Radiologic Procedures and Related Anatomy II/Lab	3
MR 111 Radiologic Imaging I/Lab	3
MR 231 Radiation Biology and Protection	3
MR 120 Radiologic Clinical Experience I	3
*Non-Radiography	3

### **Year II, Summer**

BI 106 Anatomy and Physiology II/Lab	4
MR 220 Radiologic Clinical Experience III	5

### **Year II, Fall**

MR 201 Radiologic Procedures and Related Anatomy III/Lab	3
MR 211 Radiologic Imaging III/Lab	3
MR 221 Radiologic Clinical Experience IV	4
*Non-Radiography	3
*Non-Radiography	3

### **Year II, Spring**

MR 240 Advanced Radiologic Procedures/Lab	3
MR 250 Radiologic Pathophysiology	2
MR 222 Radiologic Clinical Experience V	4
*Non-Radiography	3
*Non-Radiography	3
<b>Total</b>	<b>77</b>

### **Non-Radiography Courses**

The listing of radiography courses in the curriculum above provides a guideline of how many courses should be taken each semester. The seven (7) non-radiography courses are:

BI 106 Anatomy and Physiology II/Lab (4 credits), EN 105 Writing Seminar (3 credits); EN 106 Critical Reading, Thinking and Writing (3 credits); ID 304 Exploring Ethics (3

credits); MA 210 Statistics (3 credits); SO 201 Introduction to Sociology (3 credits); Expressive Arts (3 credits)

## **Course Descriptions**

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

The goal of this intensive 2-week course is to familiarize the student with the basic equipment operations, image production, radiation protection, radiographic procedures, patient care settings, and skills associated with the profession of radiography. A combination of lectures, guided self-study, guest lecturers, and laboratory experiences will assist the student to develop all cognitive, affective, and psychomotor skills prerequisite to safely and efficiently enter the clinical environment.

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

In this first of a series of three procedure courses, students will learn how to safely and efficiently move/manipulate typical types of radiographic and fluoroscopic equipment, locks and accessories. The student will also study the anatomic structures/organs associated with; and the standard body/part positions, which are fundamental to the performance following exams: commonly performed views of the chest, abdomen, routine upper extremity, and routine lower extremity. Learning activities will include classroom presentation, guided self-study exercises, demonstration, and practice. Student first-level performance competency will be evaluated in the lab setting.

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

In this second of the three procedure courses, students will continue to learn the gross and topographic anatomic structures and medical terminology while demonstrating, with evaluations, in the lab setting the routine body positions required to obtain radiographic images pertaining to the examinations of the following: digestive system, shoulder girdle, bony thorax, pelvic girdle, cervical spine, thoracic spine, lumbosacral spine, and coccyx. Concurrently, students will expand their radiographic medical terminology knowledge.

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

This is an introductory course into radiologic imaging principles. Students will learn the primary factors of image production and become familiar with some of the basic equipment required to obtain radiologic images within the radiology department. Discussions will include practical considerations necessary for acceptable image quality, assessing radiographic exposure on radiographic images, and analyzing the relationships of factors that control and affect image exposure. There will be three hours of lecture per week for fifteen weeks.

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

Starting with a formal orientation to the students' assigned clinical site, students will progress as follows: a) structured observational experiences b) guided clinical application/practice of skills associated with procedure performance c) competency assessment and d) post clinical competency assessment continued performance/practice of the radiologic exams studied in Radiologic Procedures and Related Anatomy I and Lab. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected radiographic exams.

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

Students will learn more advanced procedures, completion extremity work, and the addition of cervical thoracic and lumbar/sacral spine. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected related radiographic (and in selected cases fluoroscopic and bedside/portable) exams.

### MR 131 Radiologic Physics (3 Credits)

An initial unit of study of the fundamental theories and principles relevant to classical Newtonian physics, will be followed by a conceptually based study of atomic structure, electricity, magnetism and electromagnetism. In addition, students will study the physical principles relevant to: a) the function/operation of X-ray generating equipment, b) five of the interactions of x-radiation with matter, and c) radioactive decay processes. Correlations between the principles learned and procedures/practices involved with the production of radiographic images will also be studied.

### MR 140 Patient Care in Radiography (3 Credits)

The goal of this course is to teach patient care and safety skills necessary for a radiographer in a hospital setting. Topics covered will include hospital organizational structure, patient assessment, safety, medical emergencies, infection control, aseptic technique, and pharmacology. Students will learn proper patient communication and care through a variety of lectures and interactive exercises.

### MR 140 Patient Care in Radiography (3 Credits)

The goal of this course is to teach patient care and safety skills necessary for a radiographer in a hospital setting. Topics covered will include hospital organizational structure, patient assessment, safety, medical emergencies, infection control, aseptic technique, and pharmacology. Students will learn proper patient communication and care through a variety of lectures and interactive exercises.



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

In this third of the three procedures courses, students will learn the gross and topographic anatomic structures as well as relevant body positions and sequences which are associated with more advanced radiographic exams of the cranium, emergency room radiography, and genito-urinary imaging. Concurrently, the routine body positions required to obtain routine radiographic images for these exams will be practiced and evaluated within laboratory sessions. In addition, students will be presented the anatomy and positioning views associated with mammography. A review of exams covered in prior semesters will also occur. Presentation of a self-produced case study and a self-produced, self-critiqued videotape of their work describing selected studies are course requirements.

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

In this course, students will learn about digital imaging. A review of basic computers and terminology will be included to ensure all students are informed of the basics of computer language. A detailed review of CR, DR, DICOM, and PACS will be provided as well as information on HIS and RIS systems. Discussions will include the terminology associated with digital imaging systems, the various types of digital receptors, the response of digital detectors to exposure variations, and the advantages and limits of each receptor type. Laboratory exercises will assist the student in the application of the factors studied to produce consistent, high-quality images.

### MR 220 Radiologic Clinical III (5 Credits)

The summer starts with an intensive, one-to-two week academic and lab component focusing on learning: a) the anatomy and positioning for selected views associated with gastrointestinal imaging and b) the anatomy and performance of venipuncture for the purpose of contrast agent administration. This intensive experience will help students develop a higher level of performance competency and efficiency in the exams covered during the first year as well as the performance of the cranial studies covered in class/lab. Students will be expected to demonstrate their progressively increasing levels of organizational skill and performance speed and accuracy as they progress through the semester. Clinical conferences/critique sessions will be incorporated.

### MR 221 Radiologic Clinical IV (4 Credits)

Students will continue to develop confidence in the performance of those radiographic exams that were incorporated in the prior three semesters of study. In addition, they will progress from structured observational experiences through guided

clinical application of procedure performance skills to assessment and achievement of appropriate clinical competency in the performance of those radiologic exams studied in Radiologic Procedures with Related Anatomy III and Lab. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected radiographic (and in selected cases fluoroscopic and bedside/portable) exams of the chest, abdomen, upper and lower extremities, skull, sinus, genito-urinary system, and those exam studies that are commonly performed within the emergency room/urgent care setting. Clinical conferences/critique sessions will be incorporated.

#### MR 222 Radiologic Clinical V (4 Credits)

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

#### MR 231 Radiologic Biology and Protection (3 Credits)

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

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

In this course, students will learn about advanced imaging modalities. Topics will include CT, MRI, mammography, tomography, interventional radiography, ultrasound, and cross-sectional imaging. A basic overview of each modality's data acquisition process, patient preparation, and radiation safety measures will be discussed. Review of previous topics from MR 111, MR 211, and MR 140 will be provided to reinforce the learning process.

#### MR 250 Radiologic Pathophysiology (2 Credits)

In this course, common radiologic findings relating to those exams which were covered during the prior semesters will be presented. Basic pathophysiologic processes relating to those findings will also be covered. Emphasis will be placed on the student's ability to increase their proficiency in assessing the diagnostic completeness of the images they produce. The course will combine guest lectures from radiologists, guided self-study exercises, and classroom discussions.

# **SOCIAL WORK**

Jude Gonsalvez, Program Director; Ababa Abiem, Field Work Director; James Butrym; Jaye O'Connell

Social work is one of the fastest growing careers in the United States, according to the U.S. Department of Labor Bureau of Labor Statistics. There were more than 700,000 social work jobs in 2018. The profession is expected to grow by 11 percent by 2028 ([www.naswdc.org](http://www.naswdc.org)). Social work focuses on helping individuals, families, groups, communities and organizations with a person in the social environment approach. It looks to help people from a holistic perspective. Social work was born out of an increased sense of social responsibility towards vulnerable populations and continues to be concerned with the advancement of economic and social justice. Social workers are found in every facet of community life, including schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies.

The Bachelor of Social Work (BSW) program prepares students at the generalist practice level and is grounded in the person in social environment theory. The BSW program is accredited by the Council on Social Work Education and social work students graduate with a BSW degree which allows them to sit for the first level of licensure in Massachusetts and many other states (LSW). Graduates from the Program who go on to graduate schools in social work may be admitted with advanced standing which gives them an opportunity to complete their masters in a year.

Students completing a masters become eligible to sit for a licensure exam (LCSW) and upon successful work in the field under a licensed independent clinical social worker of 2700 hours they become eligible to sit for a licensed independent clinical social worker (LICSW) exam. Most students completing the BSW program go on to complete a masters at the advanced standing level. With the starting of the MSW program at Regis now students are more likely to choose the MSW here as it is convenient to complete it part-time and online in about a year and half.

Regis also offers a fully online Masters of Social Work program.

## **Student Learning Outcomes for Social Work**

Students should be able to:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice

- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

### **Required for the Social Work Major**

SW 202, SW 303A, SW 327, SW 338, SW 424, SW 426, SW 427, SW 430, SW 431, SW 401, SO 201, SO 303A, IPE 306, PS 203, BI 203 (Pass) fulfills the science requirement. Social work majors are required to take statistics for their mathematics requirement. Juniors will complete a minimum of 80 hours of an internship/service learning experience as a requirement of SW 338.

Seniors will complete 416 hours of a field placement in their senior year in conjunction SW 430 and 431 and SW 401. Social work students must maintain a grade of C or better in social work courses that are required for the major and maintain an overall GPA of 2.5.

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

### **Required for the Social Work Minor**

SW 202, SW 303A, SW 304A, SW 327, and two electives in social work. SO 303A may count as one of the two electives for the minor.

### **Course Descriptions**

SW 202 Introduction to Social Services (3 credits)

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

SW 303A Lifespan Human Behavior (3 credits)

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

### SW 304A Communities, Groups, and Organizations (3 credits)

This course studies the effects of macro systems on human behavior from an ecological perspective. Course content includes material on communities, neighborhoods, and social networks; groups; and social movements. Students will draw on systems theory and empowerment theory to discuss assessment and effective practice interventions across the content areas.

### SW 320 Child Welfare (3 credits)

This course will explore the history and mission of child welfare services in the United States with an emphasis on the changing role of government. Students will examine the roles and responsibilities of social workers in child welfare agencies. Classes will discuss relevant ethical, legal, and policy issues. Students will learn about the concepts of risk, vulnerability, and resilience in children who are in child welfare agencies. Prerequisite: SW 202

### SW 325 Social Work Practice in Health Care Settings (3 credits)

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

### SW 327 Social Policy and Social Change (3 credits)

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

### SW 338 Introduction to Generalist Practice (3 credits)

This course provides students with a foundation in the theoretical underpinnings of generalist practice, an understanding of the value base of the profession, and an overview of the knowledge, values and skills required for effective practice with

individuals, families, groups and large social systems. Through course readings, case studies, and direct practice experiences in a concurrent 80-hour field placement, students learn the generalist practice method and build the skills of engagement, assessment, intervention, evaluation, and termination. Prerequisites: None

#### SW 339 Clinical Interviewing, Role-Plays, and Reflection (4 credits)

This social work course focuses on strengthening and broadening students' clinical interviewing skills. Students will practice and enhance traditional interviewing skills and will also learn non-traditional methods of assessment and intervention such as role-playing, sculpting, and using drama and metaphor. Prerequisites: SW 202, SW 303A

#### SW 340 Contemporary Social Problems (3 credits)

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

#### SW 342 The Baby Boom Generation: Adults in Midlife (3 credits)

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

#### SW 344 Coping with Death/Dying (3 credits)

This course introduces students to the subject of death, dying, bereavement, and spirituality. It includes content on the meaning of death from many different theoretical and cultural perspectives. The course will include material on life cycle approaches to death and dying, legal and moral issues, bereavement, and clinical interventions. It also introduces students to the subject of spirituality and social work.



### SW 347 Research Methods in Social Work / IPE 306 Research Methods for Health Professionals (3 credits)

This course introduces the purposes, types, and basic methodology of social work research, using studies in social work. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, and ethical and political issues. It presents non-discriminatory, feminist, collaborative, and empowerment approaches as alternatives to traditional research perspectives. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research. Students' knowledge of research will be applied to social work practice. They will learn about single-subject design, program evaluation, needs assessment, and research interviewing. Students will complete the course with a research proposal. Prerequisite: SW 202

### SW 350 International Social Work (3 credits)

This course is designed to provide students with the knowledge of social welfare and human services from an international perspective. It will focus on the delivery of services and the role of social work professionals who work at the international level. The focus of the course could vary from year to year and include such subjects as health care, disasters, poverty, sex trafficking, genocide or child soldiers. The course could involve travel to another country. Prerequisite: SW 202. If travel is involved, students will need to provide three letters of reference and be interviewed by social work faculty before being accepted into the course.

### SW 401 Integrating Seminar (3 credits)

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

### SW 424 Generalist Practice with Individuals and Families (3 Credits)

This course expands on the knowledge and skills students built in SW 338: Introduction to Generalist Practice, by providing them with the continued integration of theory and practice from a generalist social work perspective, with a particular focus on work with individuals and families. Students advance the development of the generalist knowledge, values, and skills required to effectively intervene with individuals and families from engagement through termination. Prerequisite: SW 338



### SW 426 Generalist Practice with Groups and Families (3 Credits)

This course introduces students to specific theoretical and skills-based core concepts of generalist practice with small groups. The course prepares students for engagement, assessment, intervention planning and decision-making for effective and ethical service delivery to diverse families and groups within the context of social systems. Students learn theoretical models that integrate systems and ecological theory, the strengths perspective, and the problem-solving model. Prerequisite: SW 338

### SW 427 Generalist Practice with Communities and Organizations (3 Credits)

This course encourages students to apply critical thinking, explore different community practice settings, and discuss how social workers serve diverse and vulnerable communities and organizations. The course introduces students to the history, values, theory, processes and skills for generalist social work practice at the level of groups, communities and organizations. The focus of the course is on change in large groups, social agencies, institutions, communities, and government. A special emphasis is on utilizing integrated social work practice to empower oppressed groups including members of racial, ethnic, and other non-dominant groups.

### SW 430 Field Work – Seminar I (6 Credits)

This course is a part one of a two-semester field placement and seminar that takes place inside the traditional classroom environment as a seminar for about 75 minutes a week and inside local community human/social service agencies for 16 hours a week over 15 weeks per semester. Students are placed in approved social work field sites with professional trained social work supervisors. They have one placement throughout the academic year and complete a minimum of 425 hours. Students meet once a week in the classroom to learn and discuss social work functions.

Prerequisites: SW 338.

### SW 431- Field Work- Seminar II (6 Credits)

This course is a part two of a two-semester field placement and seminar that takes place inside the traditional classroom environment as a seminar for about 75 minutes a week and inside local community human/social service agencies for 16 hours a week over 15 weeks per semester. Students are placed in approved social work field sites with professional trained social work supervisors. They have one placement throughout the academic year and complete a minimum of 425 hours. Students meet once a week in the classroom to learn and discuss social work functions.

Prerequisite: SW 430

# SPORT MANAGEMENT

Oliver Rick – Program Director; Additional faculty are listed under the Health and Fitness Studies Department

Sport Management is one of the four majors available within the Health and Fitness Studies Department. Students graduating from the program will be prepared for positions in areas such as administration of college or high school athletics; event management; facility operations; professional sport leadership and management roles; sport communication; sport marketing; and ticket sales. It also provides a strong foundation for the pursuit of graduate level studies in sport management.

## Student Learning Outcomes for the BS in Sport Management

Students should be able to:

- Apply sport management principles, strategies, and theories
- Analyze and utilize research related to healthy lifestyles and sport management.
- Apply sport management principles and strategies to evaluate, create and/or improve sport programs for the benefit of a diverse and changing population.
- Analyze situations and apply principles of leadership and financial management related to the sport industry.
- Apply principles of professional communication, mass communications, and marketing, particularly as they relate to sport organizations.
- Explain and analyze legal and ethical concepts, and basic risk management issues within the sport industry.
- Demonstrate professionalism, cultural competency, interprofessional collaboration, and advocacy within the sport management field.

## Required for the Sport Management Major

HFS 150, HFS 208, HFS 211, SMT 213, SMT 216, SMT 340, SMT 342, SMT 345, SMT 355, SMT 356, HFS 412, HFS 413, EXS 355, CO 203, PS 233, IPE 306, MA 210, MT 203, MT 204, MT 210, and 2 physical education activity courses.

Students in the sport management major are encouraged to add a minor to their course of study. Suggested minors include: athletic coaching, global business management, communication, or another area of interest.

## **Required for the Sport Management Minor**

SMT 216, plus five electives from the following list of courses: HFS 150, SMT 213, SMT 340, SMT 342, SMT 345, SMT 355, SMT 356. One business management class may also count as an elective toward this minor (6 courses total).

## **Course Descriptions**

### **SMT 213 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. (Offered odd years, fall semester)

### **SMT 216 Sport Management**

This course is an overview of the foundations of sport management and the professions in physical education and sport. This course is designed to enable students to understand sport management as a field of academic study and professional application and assist them in applying relevant knowledge within various contexts. (Offered in the spring each year).

### **SMT 340 Sport Event Management and Promotions**

The purpose of this course is to provide the student with introductory exposure to the various ideas, techniques, and research related to sport event management and promotions. Prerequisites: SMT 216 & SMT 355, or instructor permission. (Offered odd years, spring semester).

### **SMT 342 Sport Marketing and Technology**

This course will provide an in-depth investigation of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed include: sports marketing and technology versus traditional marketing, in-depth analysis of the segments of sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, an overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages. Prerequisite: SMT 216, or instructor permission. (Offered even years, spring semester).

### SMT 345 Legal Issues in Sport Management

This course addresses the challenges for sports managers in law and provides strategies for success in their managerial performance. There is an increasing need for sport managers to be aware of the legal implications of their managerial performance. This course assists students in the development of knowledge and introduction to the legal issues facing those in the sports industry. The course will introduce students to the U.S. legal system and focus on the areas of tort and contract liability, agency, and constitutional law. Prerequisite: SMT 216, or instructor permission. (Offered odd years, spring semester).

### SMT 355 Facility Design, Operations, and Management

Sport facilities are changing at a rapid pace. Sport facility management represents one of the fastest growth areas in the sport industry. This class will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Also covered will be topics related to facility management, with special attention to back-house operations such as water, heating, cooling, and related factors. This is a comprehensive course focusing on applied rather than just theoretical knowledge. Prerequisites: SMT 216, or instructor permission. (Offered odd years, fall semester).

### SMT 356 Athletic Administration and Sport Governance

Students will gain knowledge and apply principles related to athletic administration in various situations. They will explore the differences/similarities between various sport organizations in the high school, college, and professional realm of sport regarding rules, eligibility, scholarships/salaries, and recruiting. They will research the governing bodies to understand their function in maintaining order and compliance, as well as their role in dealing with infractions. Students at this level will be able to research, apply, analyze, and evaluate relevant material within specific situations. Prerequisites: SMT 216 and two other sport management courses, academic standing as a junior or senior, or instructor permission. (Offered even years, spring semester).

## **THERAPEUTIC RECREATION**

Alicia Pola, Program Director; Additional faculty are listed under the Health and Fitness Studies Department.

The Therapeutic Recreation program is one of the majors available within the Health and Fitness Studies Department. Students in the program will learn how to use facilitation techniques and modalities such as recreational games, outdoor activities, aquatics, horticulture therapy, physical activities, and expressive arts to assist individuals in improving their level of function, independence, and enjoyment of life.

Graduates of the program will be qualified to sit for the certification exam offered through the National Council for Therapeutic Recreation Certification (NCTRC). Students admitted to the Therapeutic Recreation program must maintain a minimum GPA of 2.5.

### **Student Learning Outcomes for the BS in Therapeutic Recreation**

Students should be able to:

- Master concepts related to:
  - The foundation, philosophy, theories, and practice of recreational therapy
  - Human anatomy, human development and behavior, and motor learning
  - Disabling conditions, impairments, and medical terminology
  - The APIE (Assessment, Planning, Implementation, Evaluation) process and the techniques necessary to document and achieve specific client outcomes.
  - Management, promotion, budgeting, and safety precautions in the delivery of therapeutic recreation services
- Demonstrate undergraduate skill level in reading, evaluating, and utilizing information from current research and literature in therapeutic recreation\*.
- Apply various interventions and facilitation techniques, in accordance with the ATRA standards of practice and ethics, to provide services within a variety of settings, and for diverse populations\*.
- Employ critical thinking skills enabling the integration of appropriate patient data to the APIE process to achieve specific health and wellness outcomes.
- Demonstrate and promote the values and ethical standards of therapeutic recreation, advocate for the profession, pursue continuing professional development, and collaborate with other health care professionals in the delivery of therapeutic recreation services.

### **Required for the Therapeutic Recreation Major**

BI 105, BI 106, ID 230, MA 210, HFS 150, HFS 208, HFS 311, HFS 361, IPE 233, PS 203, PS 233, PS 309 OR PS 314A, IPE 306, THR 200, THR 203, THR 206, THR 209, THR 212, THR 215, THR 218, THR 219, THR 303, THR 400, THR 402 Internship in Therapeutic Recreation (minimum of 560 hours in approved setting)

### **Required for the Inclusive Recreation Minor**

THR 200, THR 203, THR 209; Two courses from THR 218, THR 219, or THR 303; One elective from ATH 215, ED 308, ED 312, EN 334, EXS 261, EXS 372, NUTR

319, PS 309, PS 312, PS 314A, SO 303A, SMT 313, or SW 325 (some courses may have prerequisites)

## **Therapeutic Recreation Course Descriptions**

### **THR 200 Foundations of Therapeutic Recreation**

This course provides an introduction to the history, philosophy, theory, concepts, and scope of practice of therapeutic recreation services. Topics will include service-delivery models, ethics, standards of practice, credentialing, use of the clinical process in various treatment settings, and professional behavior specific to therapeutic relationships and practitioner/client interactions.

### **THR 203 Leadership Development in Adaptive Sport**

The purpose of this course is to provide students with the knowledge and skills necessary to understand the principles of adapting sport and recreation activities to allow all individuals the ability to actively participate for enjoyment, skill development, competition, and/or improvement of personal well-being. Students will gain an understanding of athletic identity, participation motivation, social and environmental barriers, and body image of individuals with disabilities. During the course, students will observe/participate in various adapted physical activities.

### **THR 206 Practicum in Therapeutic Recreation**

This course is designed to allow students to participate in observation and/or event facilitation within the field of recreational therapy. Students must be admitted to the therapeutic recreation program and complete all necessary paperwork prior to participating in this experience.

### **THR 209 Disabling Conditions, Health and Function**

This course will provide an overview of disabling conditions affecting youth to adult populations including physical, intellectual, psychological, and developmental disabilities. The etiology, symptoms, prognosis, and impact on health and functioning of individuals with these conditions will be addressed. Students will also gain foundational knowledge regarding the benefit of physical activity and leisure interventions for individuals with these conditions.

### **THR 212 Assessment and Planning in Therapeutic Recreation**

Students will be introduced to various assessment techniques used in therapeutic recreation services and methods of documentation. Students will conduct assessments within the class setting and begin developing individualized programs based on the needs of the individual, documenting initial assessment and client progress.

## THR 215 Implementation and Evaluation in Therapeutic Recreation

Students will learn intervention and facilitation techniques used in providing therapeutic recreation services for individuals with illnesses or disabilities. Evidence-based practice will guide students in learning appropriate recreation and leisure activities and interventions, as well as the development of therapeutic relationships. Students will gain hands-on experience in planning, leading and evaluating therapeutic interventions used toward the achievement of treatment goals, as well as become more proficient in documentation of client progress.

## THR 218 Facilitation Techniques for Adults

This course provides students with hands-on participation in facilitation techniques relevant to therapeutic recreation. Several types of therapeutic interventions appropriate for adults and older adults will be presented. Students will gain introductory knowledge and skills necessary for each modality, apply the interventions to specific case studies, and lead peer groups in utilizing the specific modalities for therapeutic purposes.

## THR 219 Facilitation Techniques for Children and Adolescents

This course provides students with hands-on participation in facilitation techniques and play therapy relevant to therapeutic recreation. Several types of therapeutic interventions appropriate for children and adolescents will be presented. Students will gain introductory knowledge and skills necessary for each modality, apply the interventions to specific case studies, and lead peer groups in utilizing the specific modalities for therapeutic purposes.

## THR 303 Management of Therapeutic Recreation Services

This course will provide students with the principals, methods, and techniques for management and administration of therapeutic recreation programs. Students will gain knowledge regarding facility and resource management; public relations; personnel hiring, training, and management; effective leadership techniques; and problem-solving.

## THR 400 Seminar in Therapeutic Recreation

This final course will be taken concurrently with the Internship experience in the student's final semester of the program. Current trends and issues in TR/RT, including evidence-based practice and practice-based evidence will be discussed. Students will address such issues as professional conduct, ethics, safety, risk management, professional development, and other relevant professional issues in therapeutic recreation.



## THR 402 Internship in Therapeutic Recreation

This course will be a supervised 14 week, 560-hour practical experience in a therapeutic recreation setting approved by the program director. Emphasis will be placed on applying knowledge, methods and leadership techniques that have been learned in didactic coursework. Students will be directly supervised by on-site, qualified agency personnel and indirectly supervised by Regis faculty. All previous coursework must be completed prior to beginning the internship, except for the THR Seminar course which will be taken concurrently. Students applying for the internship must have approval.

## GRADUATE COUNSELING PROGRAMS

Brandon Jones, PhD, LMHC, Program Director and Field Placement Director; Kevin Henze, PhD, CPRP

The Graduate Counseling Programs at Regis are deeply rooted in social justice values and seek to reflect the University's mission in preparing counselors, researchers, and leaders whose contributions directly and positively impact the communities they serve.

### Program Options

- I. Master of Arts in Counseling (licensure preparation) 60-credits
  - a. Clinical Mental Health Counseling (LMHC/LPC licensure preparation)
  - b. Addictions Counseling (LMHC/LPC & LADC-I preparation)
- II. Master of Arts in Mental Health Research and Leadership (non-licensure) 48 credits
- III. Transdisciplinary Addiction Professional Certificate (LADC-I & CARN-AP preparation) 12 credits-see TDAP program page

### Approach

#### Graduate Counseling Programs: Learning Modalities

The mixed-modality nature of the all Graduate Counseling Programs provides students with a robust learning environment that blends convenience with connectivity and mentorship. On-campus meetings and synchronous Zoom meetings bring practice-based experiences under the direct mentorship of experienced mental health professionals. Real time engagement will focus heavily on clinical role-play, simulations, case conceptualization, and supervision, so that students gain the most from mentorship and collaboration. In addition to direct learning, we make use of our Moodle learning management system to bring organization, convenience, and

flexibility to your study time. All courses have real-time interaction with peers and faculty, whether delivered on-campus or designated as hybrid/online.

Fieldwork (practicum and internship) requirements for MA in Counseling students provide an opportunity to practice counseling skills under the guidance and mentorship of seasoned clinicians, and these practical experiences allow for program and field supervisors to assess readiness for each next step in the student's development as a professional clinical mental health or addictions counselor. Students in the MA in Mental Health Research and Leadership program will have a primary focus on program evaluation, research, and the completion of a master's thesis.

### **Student Learning Outcomes**

Students will:

1. Implement culturally competent mental health counseling, prevention, assessment, and treatment services for all clients
2. Synthesize theoretical, evidence-based, and advocacy literature into practice with individuals, organizations, and communities across myriad settings
3. Establish a professional counseling identity through integration of self-awareness with counseling roles and reflective practices
4. Display appreciation, value, and respect for the diversity and individuality of human beings throughout the lifespan
5. Apply ethical, legal, and professional standards of practice
6. Demonstrate competence in counseling in coursework, field work, program evaluation and applied research
7. Synthesize community and preventative approaches of public health with mental health delivery models
8. Integrate cultural competence and advocacy in examining the mental health care of underserved individuals around the globe
9. Engage in critical dialogue about healthcare policies, systems of health care delivery, and advocacy strategies to improve quality of care and to promote social justice

Admissions Prerequisites: Prior undergraduate coursework in Introduction to Psychology, Human Development, Abnormal Psychology, and Research Methods with Statistics

## **Program Descriptions & Curriculum Requirements**

### **I. Master of Arts in Counseling**

**Clinical Mental Health Counseling** (LMHC/LPC licensure preparation)

**Addictions Counseling** (LMHC/LPC licensure & LADC-I preparation)

The Master of Arts in Counseling (MAC) 60-credit degree options are counselor education programs designed to develop highly qualified healthcare professionals and leaders in the field of Clinical Mental Health Counseling and Addictions Counseling. Through a program of study focused on critical theories, research, and applications of counseling with an emphasis on the social, political, economic, and cultural contexts of practice, as well as hands-on field experience in various healthcare settings, students develop the skills needed to meet the increasing demand for counseling services in hospitals, schools, universities, social service agencies, mental health centers, substance abuse treatment clinics, and private companies.

The coursework and fieldwork of the Masters of Arts in Counseling degrees at Regis adhere to the scientist-practitioner-advocate training model in preparing graduates for employment in academic, research, and/or service delivery settings.

Upon successful completion of this 60-credit degree program, a passing score on the national exam, and the required supervised pre-masters and post-masters training hours, students are eligible for independent licensure designations of Licensed Mental Health Counselor (LMHC) or Licensed Professional Counselor (LPC). Further, the Addictions Counseling degree option includes the recommended coursework to apply for the Licensed Addiction and Drug Counselor (LADC-I) exam for mental health addictions professionals, once fieldwork requirements are met. We have applied for designation as an Addictions Education Program with the Commonwealth of Massachusetts.

Licensure candidates must meet post-masters supervised hours as prescribed by each state. Our MA in Counseling can satisfy the educational and pre-master's fieldwork requirements for LMHC/LPC in all states except DE, IL, or UT. Some states require specific electives and additional field hours. Consult your state license board for the most up-to-date requirements and speak to the GCP Program Director about your future licensure goals.

## **MA in Counseling: Clinical Mental Health in Counseling**

### **Core Curriculum**

CP600 Social & Cultural Foundations of Counseling  
CP604 Theories of Counseling I  
CP605 Theories of Counseling II  
CP608 Mental Health Across the Lifespan  
CP610 Principles & Techniques of Counseling  
CP612 Ethical & Legal Issues & Considerations in the Practice of Counseling  
CP614 Psychopathology & Diagnostic Assessment  
CP624 Treating the Addictions: Dynamics & Treatment Strategies  
CP630 Clinical Research Methods, Evaluation & Interpretation  
CP632 Group Dynamics & Development  
CP638 Vocational Assessment & Career Counseling  
CP640 Clinical Assessment & Evaluation  
CP650 Biology, Psychopharmacology & Health Care Collaboration  
CP660 Counseling Practicum  
CP690 Clinical Internship ICP691 Clinical Internship II

### **Elective Courses (Choose four)**

CP620 Child & Adolescent Psychopathology & Therapies  
CP625 Expressive Therapies and Complementary Treatments  
CP642 Trauma Assessment & Treatment  
CP644 Counseling Lesbian, Gay, Bisexual, Transgender, Queer or Questioning and Intersex (LGBTQI) Individuals  
CP646 Counseling Families  
CP654-659 Advanced Seminar (Topics: CP654 Gender and Mental Health

Disparities; CP655 Forensic Counseling; CP656 Treating Personality Disorders; CP657 Historical & Intergenerational Trauma)  
CP661 Counseling Practicum II (following CP660)  
CP680 Advanced Practice for Addictions Professionals I  
CP682 Advanced Practice for Addictions Professionals II  
CP686 Addictions, Advocacy, & Social Justice  
CP688 Behavioral & Process Addictions  
CP692 Mental Health Leadership I CP693 Mental Health Leadership II CP694  
Research Project  
CP695 Master's Thesis

*\* AK, AR, ME, MD, MN, MS, TX, VA, & WV residents must choose CP 646 Counseling Families as one of their electives. NY & OH residents must choose CP 654 Advanced Seminar in CP: Gender and Mental Health Disparities as one of their electives.*

## **MA in Counseling: Addictions Counseling**

### **Curriculum**

CP600 Social & Cultural Foundations of Counseling  
CP604 Theories of Counseling I  
CP605 Theories of Counseling II  
CP608 Mental Health Across the Lifespan  
CP610 Principles & Techniques of Counseling  
CP612 Ethical & Legal Issues & Considerations in the Practice of Counseling  
CP614 Psychopathology & Diagnostic Assessment  
CP624 Treating the Addictions: Dynamics & Treatment Strategies  
CP630 Clinical Research Methods, Evaluation & Interpretation  
CP632 Group Dynamics & Development  
CP638 Vocational Assessment & Career Counseling

CP640 Clinical Assessment & Evaluation

CP650 Biology, Psychopharmacology & Health Care Collaboration

CP660 Counseling Practicum (Addictions treatment setting)

CP680 Advanced Practice for the Addictions Professional I

CP682 Advanced Practice for the Addictions Professional II

CP686 Addiction, Advocacy & Social Justice

CP688 Behavioral & Process Addictions

CP690 Clinical Internship I (Addictions treatment setting)

CP691 Clinical Internship II (Addictions treatment setting)

CP646 Counseling Families\*\*

CP654 Advanced Seminar: Gender and Mental Health Disparities\*\*

*\*\* AK, AR, ME, MD, MN, MS, TX, VA, & WV residents must add CP 646 Counseling Families as an extra course for licensure. NY & OH residents must add CP 654 Advanced Seminar: Gender and Mental Health Disparities as an extra course for licensure. Addictions Counseling candidates may add these and other CP courses of interest above their 60-credit required curriculum at the prevailing 3-course credit tuition rate.*

## **II. Master of Arts in Mental Health Research and Leadership** (non-licensure)

### **48 credits**

The Master of Arts in Mental Health Research and Leadership (MA-MHRL) 48-credit degree prepares those wishing to engage in applied research and serve in leadership roles within mental health systems. This degree option is also ideal for students wishing to move on to doctoral programs in psychology or mental health fields, without having a yearlong fieldwork requirement. Through a program of study focused on critical theories, research, and leadership with an emphasis on the social, political, economic, and cultural contexts, students will gain independent research and program review experience and develop the critical skills needed to meet the demand for leaders who can assess and address institutional and systemic needs.

The 48-credit MA in Mental Health Research and Leadership non-licensure option is designed for students whose interests do not depend on licensure at the master's level. This option may serve as a bridge for students wishing to pursue doctoral education in the fields of applied psychology and/or counseling where both an

understanding of mental health and mental health systems will inform further research and study. The curriculum provide students in this non-licensure track with the opportunity to work with a faculty or field agency researcher to develop a research project in their areas of interest as well as to conduct a comprehensive program review or grant proposal. Supervisory and leadership skills are practiced in a variety of projects.

### **Core Curriculum**

CP600 Social & Cultural Foundations of Counseling

CP604 Theories of Counseling I

CP608 Mental Health Across the Lifespan

CP612 Ethical & Legal Issues & Considerations in the Practice of Counseling

CP614 Psychopathology & Diagnostic Assessment

CP630 Clinical Research Methods, Evaluation & Interpretation

CP650 Biology, Psychopharmacology & Health Care Collaboration

CP654 Gender and Mental Health Disparities

CP692 Mental Health Leadership ICP693 Mental Health Leadership II

CP694 Research Project

CP695 Master's Thesis

### **Elective Courses (Choose four)**

CP605 Theories of Counseling II

CP610 Principles & Techniques of Counseling

CP620 Child & Adolescent Psychopathology & Therapies

CP624 Treating the Addictions: Dynamics & Treatment Strategies

CP625 Expressive Therapies and Complementary Treatments

CP632 Group Dynamics & Development

CP638 Vocational Assessment & Career Counseling

CP640 Clinical Assessment & Evaluation



CP642 Trauma Assessment & Treatment

CP644 Counseling Lesbian, Gay, Bisexual, Transgender, Queer or  
Questioning and Intersex (LGBTQI) Individuals

CP646 Counseling Families

CP655 Advanced Seminar: Forensic Counseling

CP656 Advanced Seminar: Treating Personality Disorders

CP657 Advanced Seminar: Historical & Intergenerational Trauma

CP660 Counseling Practicum I (Prerequisite: CP610)

CP680 Advanced Practice for Addictions Professionals I

CP682 Advanced Practice for Addictions Professionals II

CP686 Addictions, Advocacy, & Social Justice

CP688 Behavioral & Process Addictions

**III. Transdisciplinary Addiction Professional Certificate** (LADC-I & CARN-AP preparation) 12 credits: *See program page for more information*

The Transdisciplinary Addiction Professional Certificate (TDAPC) program is designed for graduate-prepared mental health and healthcare professionals to expand their scope of practice in specialty-trained advanced addictions clinical care. This following section provides an overview for mental health professionals who have completed a graduate program and wish to further their study in addictions.

Through a collaborative effort between the Department of Graduate Counseling Programs, housed in the School of Health Sciences, and Regis' Young School of Nursing, we developed a 12-credit curriculum that provides allied mental health and health professionals with focused study in addictions. This course content for this certificate includes neurobiology, addiction pharmacology, evidence-based addiction counseling practice and advanced clinical management of addictions across the lifespan, including treatment of special populations. Didactic courses are cross-enrolled between counseling and nursing, thereby allowing enrollees to benefit from a transdisciplinary course experience.

Coursework can be tailored to meet each student's unique training needs. The need for clinical practice hours will be based on an analysis of the prospective student's past academic and professional experience.

For Mental Health Professionals, the LADC-I requires candidates to have 6000 hours (three years) of supervised professional addiction clinical experience and 300 hours offocused supervision prior to applying for licensure. Hours accrued before and during the Certificate program can count towards this requirement, therefore graduates interested in a LADC-I would need to have past, current or future plans to work in thefield upon completion of this program. Nurses who complete the program will be eligible to sit for their Certified Addictions Registered Nurse-Advanced Practice (CARN-AP) certification.

Graduates of the TDAPC program will be prepared to work in an addiction specialty setting, thereby fulfilling a significant public health need by preparing more healthcare providers to work with individuals who have substance use or related disorders. Please see the TDAP-PGC page for more information.

## **Curriculum**

Please see the TDAP-PGC page for course options

## **Course Descriptions**

### **CP 600 Social & Cultural Foundations of Counseling**

The course will explore theories of culturally relevant counseling and examine issues and trends of a multicultural and diverse society. It will provide foundational knowledge of these topics and theories, and provide skills needed to provide mental health counseling services to diverse populations in a culturally competent manner. Emphasis will be placed on the role of social location, culture, environment, history, race, ethnicity, language, gender, sexual orientation, age, education, religious and spiritual orientation, and socio-economic status as factors that greatly impact the lives of clients. Attention will be given to working from various sociopolitical lenses and socio-cultural perspectives, as well as the examination of presenting issues unique to particular groups or populations. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

### **CP 604 Theories of Counseling I**

This course is one of a two-part series. The goals of this course are to: familiarize students with the prevalent counseling theories and psychotherapy research, how these models compare, overlap and contrast from one another, and how these therapeutic models appear congruent (or incongruent) with students' own beliefs and models of therapy. Theories of Counseling I will focus more on psychodynamic, attachment, person-centered, existential, experiential and classic behavioral theories, although both courses will provide foundations of formulation, conceptualization, integration and application of theory to client cases. This course will require students to conduct a critical analysis of both the tenets and techniques of these theoretical

models, as well as their own philosophies regarding theories of therapeutic change and cure. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

### CP 605 Theories of Counseling II

This course is one of a two-part series. It will explore theories of culturally relevant counseling and the challenges and trends of a multicultural and diverse society. Theories of Counseling II will focus more on classic and specialized cognitive, feminist, cultural, acceptance commitment, mindfulness, positive psychology and integrative theories, but both courses will provide foundations of formulation, conceptualization, integration and application of theory to client cases. This course will require students to conduct a critical analysis of both the tenets and techniques of these theoretical models, as well as their own philosophies regarding theories of therapeutic change and cure. Students will develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, and enhanced understanding of culturally-sensitive practice. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

### CP 608 Mental Health Across the Lifespan

This course will focus on mental health at the various stages of the human experience, ways to support healthy development, provide developmentally appropriate clinical interventions, and support the holistic development of the whole person. Topics and cases will draw from theoretical, culturally contextual, and professionally relevant perspectives. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

### CP 610 Principles & Techniques of Counseling

This course is designed primarily as an in-depth skill development course in counseling technique, in which students practice counseling micro-skills and application of theoretical techniques. Through extensive use of role-play and experiential exercises, students will work with one another to demonstrate techniques utilized in the therapeutic relationship as an effective Mental Health Counselor. Students will have the opportunity to act as a counselor in role-play activities, as well as a consultant and supervisor for fellow students. Prerequisite: Admission to Graduate Counseling Programs or permission of Director. NOTE: Designated Practicum Course for Rhode Island licensure candidates.

### CP 612 Ethical & Legal Issues & Considerations in the Practice of Counseling

The primary focus of this course is the understanding of professional roles and functions of mental health counselors, with particular emphasis on legal and ethical standards. Students will learn and practice ethical case conceptualization, analysis, and decision making as relates to clinical practice and demonstrate knowledge and

understanding of the standards set by the code of ethics of the American Counseling Association, American Mental Health Counselors Association, National Association of Alcoholism and Drugs Abuse Counselors (NAADAC) as well as licensure and regulatory mandates and practices. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

#### CP 614 Psychopathology & Diagnostic Assessment

This course will provide students with practice in the identification, diagnosis and mental health treatment planning for a wide range of mental health concerns, including substance use and dependency, psychological responses to psychosocial stressors, and other presenting problems as categorized in the DSM-5. Students will learn to evaluate the clients' symptoms in ways that have the potential to reduce biases inherent in diagnosis of members of diverse populations. Students will provide comprehensive case assessments, differential diagnoses, and treatment recommendations consistent with supporting client wellness for a variety of cases and case scenarios. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

#### CP 620 Child & Adolescent Psychopathology & Therapies

This course examines childhood psychological disorders from a biopsychosocial perspective. The course covers theory, research and controversies related to the nature, etiology and treatment of disorders that begin in childhood or adolescence. The impact of these disorders on the child's development and family and social functioning are considered. This course presents the guidelines and considerations for the identification, diagnosis and mental health treatment planning for common and challenging behavior in adolescents and children. Students will practice differential diagnosis and evaluate best practices and effective treatment strategies for working with youth populations. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

#### CP 624 Treating the Addictions: Dynamics & Treatment Strategies

This course provides an overview of counseling philosophy, theory, techniques and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, healing and change will be studied and critiqued from recovery, multicultural and social-justice oriented frameworks. There will be an emphasis on the importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders. Students will acquire knowledge about prevention strategies, relapse prevention strategies, treatment planning, as well as the importance of family therapy and self-help groups and how they relate to

psychosocial rehabilitation treatment outcome. Finally, this course will provide an overview the role of psychopharmacology in mental health, with particular focus on medications typically prescribed to assist individuals with mental health, addiction and dual-diagnosis experiences. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Certificate Program or permission of GCP Director. NOTE: Designated Practicum Course for Rhode Island licensure candidates.

#### CP 625 Expressive Therapies and Complementary Treatments

Expressive therapies and complementary treatment interventions provide counselors with a wide array of group and individual therapy strategies to help in situations in which verbal/talk therapy may be limiting. As counselors in training, students will explore the connections and parallels between therapeutic and creative processes. Students will participate in experiential exercises in various expressive modalities and learn how theory and client characteristics inform technique selection. Creative expression can drive or deepen therapeutic change in clients, as well as facilitate insight and growth for the counselor. Students in this course will practice individual and group delivery of a variety of expressive techniques. Prerequisite: Admission to Graduate Counseling Programs or permission of Director. NOTE: Designated Practicum Course for Rhode Island licensure candidates.

#### CP 630 Clinical Research Methods, Evaluation & Interpretation

Students in this course will explore the variety of types of social science research and evaluative methodologies and strategies that mental health counselors may encounter. The course will also cover APA format, data analysis, needs assessments, program evaluation, and ethical and legal considerations in conducting research. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

#### CP 632 Group Dynamics & Development

This course provides students with theoretical and experiential understandings of group development, purpose, dynamics, counseling theories, group counseling methods and skills, as well as leadership styles. Students will analyze the dynamics and practice the processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups.

NOTE: Designated Practicum Course for Rhode Island licensure candidates.  
Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

## CP 638 Vocational Assessment & Career Counseling

This course will introduce students to theory, research, and practice of vocational counseling and assessment, a prominent sub-discipline within counseling. Students will attain basic competence in providing individual career counseling services such as developing rapport, identifying career-related goals, developing conceptualizations grounded in career-theory, and providing career-related feedback to clients. Students will also attain basic competence in administering and interpreting a variety of vocational assessments (e.g., SII, MBTI, VAP) in addition to assessment report writing, and integration of assessment data into clinical practice. In addition to in class lectures, presentations, and discussions, this course requires students to engage in role-play consultation work with pseudo-clients. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

## CP 640 Clinical Assessment & Evaluation

This course is designed to provide an overview of the most widely used cognitive, aptitude, projective and neuropsychological tools in the assessment of adults. Students will be encouraged to look critically at tests to determine utility and limitations, as well as to become familiar with the process of testing, including gathering background information, test selection, administration, scoring, and interpretation. The main goals of this course are to enhance clarity of referrals for testing, to increase collaboration with testing providers, and to deepen understanding of clients' test results. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

## CP 642 Assessment and Treatment of Trauma

This course will provide students with an introduction to the field of trauma, with a focus on assessment and treatment of trauma in therapy. Students will gain an understanding of the therapist role in treating trauma, as well as ways to effectively manage these challenges and maintain self-care. Students will learn about the neurobiological reactions to the experience of trauma while also exploring contextual factors related to the impact of trauma on the individual. The course will provide an overview of best practices in the processes of diagnostic assessment and case conceptualization of individuals who have experienced various kinds of trauma, including trauma co-occurring with substance use disorders. The role of counselors in the evaluation and treatment of trauma-related disorders will be examined, as well as approaches to address common challenges related to working with traumatized clients. Finally, this course will provide instruction in the leading approaches to treating trauma as well as their underlying theoretical foundations including the assessment of risk and crisis intervention strategies. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

## CP 644 Counseling Lesbian, Gay, Bisexual, Transgender, Queer or Questioning and Intersex (LGBTQI) Individuals

This course is specifically designed to provide students with foundational knowledge regarding issues related to the health and well-being of LGBTQI+ individuals and the implications for their professional practice, skills for assessment and effective intervention, and depth in their awareness of personal beliefs systems and biases which impact their clinical practice with a LGBTQI+ clientele. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

## CP 646 Counseling Families

In this course, students will examine theories and techniques in counseling families in the many forms that they emerge. Drawing from a variety of theoretical approaches, including family systems theory, and embodying culturally sensitive practice, students will learn to assess the systemic and specific needs of the unit, determine the goals of the individuals within the unit, and select the treatment modality best-suited for bringing about peaceful resolution for that unit. Learning will include topics of mandated reporting for abuse of children and elders, intimate partner violence, and working with couples and families who may have legal or social service involvement (e.g., divorce, foster care, adoption). Prerequisite: Admission to Graduate Counseling Programs or permission of Director. NOTE: Those seeking licensure in AK, AR, ME, MD,MN, MS, TX, VA, & WV must include this course in their curriculum.

## CP 650 Biology, Psychopharmacology & Health Care Collaboration

Driven by a biopsychosocial framework, mental health counselors should understand the biological bases of emotion and behavior, collaborate with prescribers of medical and psychotropic drugs, advocate on behalf of their clients, and guide clients to advocate for their own care. Understanding the basic tenants of biological processes that drive and impact behavior allows students, as counselors-in-training, to consider the health and wellness of the whole person. Students will also familiarize themselves with commonly prescribed psychotropic drugs and examine the reciprocal relationships between health behaviors, medication adherence, mental health and recovery from alcohol and drug addictions. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

## CP 654 – CP 659 (3 credits): Advanced Seminar in Counseling

The Advanced Seminars will cover current/compelling topics in the field of counseling and follow trends in mental health treatment needs.



### CP 654 Gender & Mental Health Disparities

In this seminar, students will consider the ways in which sex, gender, and human sexuality intersect with features such as age, race, ethnicity, ability, spirituality, and socioeconomic status. Through this intersectional lens and critical concepts drawn from social psychology, students will critically evaluate the origins of (and explore the possible remedies to) mental health treatment disparities. Students will also consider their own implicit and explicit biases and how those biases may impact treatment of clients of diverse intersectional identities. NOTE: Those seeking licensure in NY & OH must include this course in their curriculum. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

### CP 655 Forensic Counseling

In this seminar, students will learn about the many intersections of law and mental health, including fitness to serve in law enforcement, military, and governmental roles; mental health interventions in juvenile justice, adult corrections, and societal reintegration; the evaluative process in competency to stand trial and the insanity defense; and the role of counselor as expert witness in custody and court proceedings. Common (depression/trauma) and rare (psychopathy, serial violence) mental health concerns will be discussed. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

### CP 656 Treating Personality Disorders

In this seminar, students will deeply examine the various personality disorders and evidence-based treatments available to help those who meet diagnostic criteria for them. Conversely, we will explore treatments such as Dialectical Behavioral Therapy

### CP 657 Historical & Intergenerational Trauma

In this course, students will learn how the effects of exposure to historical traumatic events can “transmit” from directly affected people of a generation to their offspring who are not directly exposed to the traumatic events. Through exploration of populations harmed by genocides, war, colonial-imperialist displacement and dispossession, and the transatlantic slave trade, students will learn to recognize the post-traumatic sequelae of populations affected by these events. The goal is for students in this course to be more adept at interacting with these populations in ways that positively benefit their mental health and the well-being of their communities. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

## CP 660 Counseling Practicum

The practicum consists of a distinctly defined, pre-master's, supervised field experience totaling a minimum of 100 hours, including 40 hours of direct service, 5 hours of group supervision, 10 hours of individual supervision, and 10 hours of additional individual or group supervision. A practicum provides for the development of clinical mental health counseling and group work skills under licensure-approved supervision. A practicum may take place within an approved field setting and will be completed concurrently with a didactic course offering approved readings, intensive role-play, and supervision led by graduate program faculty. This practicum will include advocacy education and experience. CP 660 represents students' initial practicum, a required component to meet the educational and pre-master's field placement requirements for LMHC/LPC and similar counseling licensures. Prerequisite: CP 610

Principles and Techniques of Counseling and permission of program director and field placement coordinator. NOTE: Those seeking licensure in SC will complete 150 hours of practicum. Also, students in MAC: Addictions Counseling degree must be placed in an addictions treatment setting for practicum.

## CP 661 Counseling Practicum II

CP 661 is designed for students wishing to remain at their practicum sites beyond the required semester of Counseling Practicum allotted in CP660, for students who wish to explore a new practicum placement prior to attending their year-long internships, and/or for students whose state licensure boards require more practicum training than one semester of practicum allows. Prerequisite: CP 660

## CP 680 Advanced Practice for Addictions Professionals I

This is the first of two courses that focus on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course focuses on theoretical frameworks of addiction and related mental health counseling and nursing theories as well as the assessment, diagnosis, and treatment of addiction disorders across the lifespan. Course content includes both pharmacological and non-pharmacological interventions, healthcare systems and transdisciplinary addictions counseling competencies, cultural considerations, and the integration of common co-morbid psychiatric and medical conditions. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Certificate Program or permission of GCP Director.

## CP 682 Advanced Practice for Addictions Professionals II

This is the second of two courses where students will continue to develop the essential knowledge, skills, and attitudes needed to assess, diagnose, and treat individuals, groups, and families experiencing addiction. Students will continue to synthesize course content and apply concepts related to transdisciplinary addictions counseling and/or advanced practice nursing direct care, leadership, and transdisciplinary roles. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Certificate Program or permission of GCP Director.

## CP 686 Addictions, Advocacy, & Social Justice

This course will focus on advocacy and social justice theory as it relates to addiction treatment and recovery support. Students will engage in a detailed exploration and deconstruction of the history and systems of addiction treatment, drug laws and related policies, and specific theoretical approaches when working with special populations within the addictions field, all within the context of social justice and advocacy theories. Participants will investigate client needs and will develop professional responses/interventions that reduce stigma, increase agency for people with substance use disorders, and support transdisciplinary collaboration. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Certificate Program or permission of GCP Director.

## CP 688 Behavioral & Process Addictions

This course provides an overview of the history, theory, and current research perspectives in the etiology, assessment, diagnosis and treatment of behavioral/process addictions. Specific attention will be paid to examining the similarities and differences between chemical/substance addictions and behavioral/process addictions. As this course is intended to add to the preparation of the counselor-in-training for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. In addition, this course includes special topics related to working with persons struggling with behavioral/process addictions (i.e. ethical considerations, multicultural competency, LGBTQI issues, and special populations). Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Certificate Program or permission of GCP Director.

## CP 690/CP 691 Clinical Internship I / Clinical Internship II

This course provides institutional group supervision to students in their mental health internship placement. This format is designed to provide students with experiences in

addition to the on-site supervision each student will receive. The class will use a developmental model to focus on counselor growth in competence (skills, techniques), purpose and direction (goal setting, direction in counseling), theoretical identity (application of theory), ethics, respect for individual differences and diversity, and counselor self-awareness, sense of personal motivation, and development of appropriate autonomy. Internship provides for the advanced practice of clinical mental health counseling and group work skills under licensure-approved supervision. Agency, client contact, and supervision hours are dictated by each state's licensure board for the pre-master's internship, with a common expectation of 600 agency hours, 240 client contact hours, and 45 supervisory hours (15 individual, 15 group, and 15 hours of additional individual or group supervision). NOTE: Students in Addictions Counseling must be placed in an addictions treatment setting for internship. Hours accrued can also be counted towards application for licensure as an Alcohol and Drug Counselor (LADC-1) in the Commonwealth of Massachusetts in the post-masters certificate program or Master of Arts in Counseling: Addictions Counseling degree. Prerequisite: B or better in CP 660.

#### CP 692/CP 693 Mental Health Leadership I/Mental Health Leadership II

This 2-course sequence allows students to synthesize learning experiences in the counseling curriculum and apply them to administrative, policy, and programmatic areas. Students will conduct a comprehensive evaluation of a program (or an aspect of a program) that serves in a mental health capacity. Program evaluations often include review of human resource allocations, availability of grant funding, agency collaborations, consistency of delivery, and specific treatment outcomes, depending on the results of an initial pre-evaluation needs assessment. A thorough review of literature and data will guide the evaluation, and conclusions will be shared with multiple, relevant constituencies. Prerequisite: Admission to Graduate Counseling Programs, the MA in Mental Health Research and Leadership degree program, or permission of Director. NOTE: This course is a requirement for the 48-credit MA in Mental Health Research and Leadership degree but it may be taken as an elective by students enrolled in the 60-credit MA in Counseling: Clinical Mental Health Counseling degree.

#### CP 694/CP 695 Research Project & Master's Thesis

This 2-course sequence allows students to conduct a research study under the supervision of a faculty mentor or field lab mentor, conduct a comprehensive literature review, collect/analyze data, and prepare a thesis manuscript. This course sequence provides an optimal experience for those wishing to continue their studies in a doctoral program, as well as graduates whose work will include research and outcome assessment. Students in the Research/Thesis sequence will have a committee of three scholars (at least one must be a Regis master's program faculty

member) to review their work and conduct a formal defense. Prerequisite: Admission to Graduate Counseling Programs, the MA in Mental Health Research and Leadership degree program, or permission of Director. NOTE: This course is a requirement for the 48-credit MA in Mental Health Research and Leadership degree but it may be taken as an elective by students enrolled in the 60-credit MA in Counseling: Clinical Mental Health Counseling degree.

## **MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS**

Jacquelyn MacDonald, Program Director on Campus Program and Program Chair,  
Diana Parry-Cruwys, Practicum Coordinator, On Campus Program

Jillian Wilson, Program Director for Online; Roseanne Lesack, Practicum Coordinator,  
Online Program

### **Program Description**

The Association for Behavior Analysis International© has approved the course sequence as meeting the coursework requirements for eligibility to take the Board-Certified Behavior Analyst Certification Examination®. Student will also need to gain 1500-2000 hours of supervised fieldwork experience in order to be eligible to take the Board-Certified Behavior Analyst Certification Examination.

The on campus ABA Program has been granted accreditation through the Association of Behavior Analysis International.

The field of applied behavior analysis (ABA) is based on the scientific study of learning and behavior. Students enrolled in the 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. The program is designed to prepare students to address the behavioral needs of individuals across diverse settings. A fundamental assumption underlying the ABA Program at Regis College is that students require multiple opportunities to gain practical experience to apply theory to practice. Regis prepares 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 40-credit program is designed for busy professionals with many classes occurring across 8 weeks. The ABA on ground program offers daytime, evening, and hybrid classes. The ABA online program offers asynchronous classes with optional live class meetings. Students can complete the MS in ABA program in as little as two years of full-time study. Students work closely with their advisors to tailor a path of study that will not only accommodate their schedule, but enable them to become skilled practitioners of behavior analysis.

### **Program mission:**

In alignment with the mission of Regis College, we strive to uphold an inclusive and diverse Regis ABA community where every student and alumnus feels supported and connected. The ABA programs provide students with an historical and current scientific framework for interpreting and applying the science as future professionals in the field of behavior analysis, with the goal of delivering expert, socially significant service.

### **Student Learning Outcomes for Applied Behavior Analysis**

Students should be able to:

- Explain the causes of behavior from assessment of behavior to intervention in both scientific and layman's terms
- Create effective measurement procedures for culturally sensitive behavioral targets.
- Conduct a variety of indirect assessments, skills assessments, and functional behavioral assessments and interpret the results.
- Design effective, empirically validated programs based on assessment results.
- Interpret visual displays of data across a variety of single-subject designs.
- Train caregivers, including staff and parents, to implement culturally sensitive empirically validated interventions.
- Supervise behavior analytic interventions.
- Demonstrate ethical and culturally competent treatment of all individuals.
- Provide comprehensive care using multidisciplinary collaboration.

### **Required Courses for the MS in ABA**

#### **\*courses labeled on ground and online, respectively**

ABA 601/ABA 640 Concepts and Principles 1: Introduction to Applied Behavior Analysis (3 credits)

ABA 602/ ABA 642 Concepts and Principles 2: Experimental Analysis of Behavior (3 credits)

ABA 604/ ABA 644 Treatment Evaluation (3 credits)

ABA 606/ ABA 652 Behavior Assessment (3 credits)

ABA 608/ ABA 654 Behavior Intervention (3 credits)

ABA 610/ ABA 656 Ethical Practice in Applied Behavior Analysis (3 credits)

ABA 612/ ABA 658 Verbal Behavior (3 credits)

ABA 614/ ABA 660 Radical Behaviorism (3 credits)

ABA 616/ ABA 662 Training and Supervision (3 credits)

ABA 646 Practicum 1 (3 credits) \*online only

ABA 648 Practicum 2 (3 credits) \*online only

ABA 672 Fieldwork 1 ( 1 credit) \*on campus only

ABA 673 Fieldwork 2 (2 credits) \* on campus only

ABA 674 Fieldwork 3 (2 credits) \* on campus only

ABA 675 Fieldwork Continuation 1 (1 credit) \* on campus only

ABA 676 Fieldwork Continuation 2 (1 credit) \* on campus only

ABA 678 Thesis Research 1 (2 credit) \* on campus only

ABA 626 Thesis 2 (1 credit) \* on campus only

ABA 627 Thesis 3 (1 credit) \* on campus only

ABA 682 Thesis 4 (1 credit) \* on campus only

ABA 664 Capstone 1 (1 credit) \*online only

ABA 668 Capstone 2 (1 credit) \*online only

ABA 670 Capstone 3 (1 credit) \*online only

Tentative Electives (Students must complete 3 elective credits.)

ABA 521 Autism Spectrum Disorders and Related Disabilities (3 credits) \* on campus only

ABA 523 Child Behavior Management (3 credits) \* on campus only

ABA 663 Advanced Topics in ABA (3 credits)\* online only

ABA 632 Practicum 3 (3 credits) \* on campus only



Additional electives may be substituted if approved by the graduate program director

### **Two-Year Sample Curriculum On-Campus**

ABA 601	3
	3
ABA 604 Treatment Evaluation	
ABA 672 Fieldwork 1	1

#### **Year 1, Spring**

ABA 606 Behavior Assessment	3
ABA 602 Concepts and Principles 2: Experimental Analysis	3
ABA 678 Thesis Research 1	2
ABA 673 Fieldwork 2	2

#### **Year 1, Summer**

ABA 675 Fieldwork Continuation 1 (elective)	1
ABA 608 Behavior Intervention	3
ABA 610 Ethical Practice in Applied Behavior Analysis	3
ABA 626 Thesis 2	1

#### **Year 2, Fall**

ABA 612 Verbal Behavior	3
ABA 616 ABA Training and Supervision	3
ABA 627 Thesis 3	1
ABA 674 Fieldwork 3	2

#### **Year 2, Spring**

ABA 614 Radical Behavior	3
ABA 676 Fieldwork Continuation 2 (elective)	1
Elective	3
ABA 682 Thesis Research 4	1

<b>Total Credits</b>	<b>40</b>
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## Two Year Sample Curriculum- Online

### *Year 1- Semester 1*

Concepts and Principles 1: Introduction to Applied Behavior Analysis.....	3
Treatment Evaluation .....	3
Practicum 1.....	3

### *Year 1- Semester 2*

Concepts and Principles 2: Experimental Analysis of Behavior.....	3
Behavior Assessment.....	3
Practicum 2.....	3

### *Year 1- Semester 3*

Behavior Intervention.....	3
Ethical Practice in Applied Behavior Analysis .....	3
Capstone 1 .....	1

### *Year 2- Semester 1*

ABA Training and Supervision.....	3
Advanced Topics in ABA.....	3
Capstone 2.....	1

### *Year 2- Semester 2*

Radical Behaviorism .....	3
Verbal Behavior.....	3
Capstone 3.....	1

Total.....	39
credits	

## Course Descriptions

### Required Courses

ABA 601/640 Concepts and Principles I: Introduction to Applied Behavior Analysis\*

This course is the first course in a series of two courses (ABA 601 and ABA 602) and is designed to introduce students to applied behavior analysis (ABA). In this course, students will be given an overview of the assumptions, characteristics, and goals of applied behavior analysis. Students will learn the basic concepts and principles of behavior analysis as related to behaviors of social importance; therefore, the primary readings, lectures, and assignments of this course will focus on the applied literature in behavior analysis. Students begin to learn how to apply behavior-analytic procedures to change behavior and improve conditions for individuals in need and learn to articulate the science

of learning and behavior in both scientific and layman terms. Prerequisite(s): Acceptance into the MS in ABA program or program director permission.

#### ABA 602/642 Concepts and Principles II: An Experimental Analysis of Behavior\*

In Concepts and Principles I, students explored the basic concepts and principles as related to behaviors of social significance. In Concepts and Principles II, students examine the basic literature to learn the origin of the concepts and principles of behavior analysis and hence develop a more thorough understanding of the fundamental building blocks of behavior analysis. Students primarily review basic experimental studies, but are required to apply the concepts and principles examined in the basic literature to applied problems.

Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director

#### ABA 604/644 Treatment Evaluation\*

In this course, students are introduced to the methods needed to evaluate the effectiveness of a variety of interventions. Students learn to develop reliable procedures for measuring behavior using both continuous and discontinuous measurement systems, effective methods to display data, and develop skills to analyze the visual representation of behavior change in a variety of graphic displays. This course places a particular emphasis on the use of single-subject designs, which include the reversal, alternating treatment/multi-element, multiple baseline, changing criterion, and concurrent chains arrangement. By the end of this course, students will be able to select an appropriate measurement system, calculate reliability measures, identify the most appropriate experimental design(s), and determine whether functional control was achieved. Prerequisite(s): Acceptance into the MS in ABA program or program director permission.

#### ABA 606/652 Behavior Assessment\*

This course is designed to teach students the major concepts, methods, and ethical issues related to behavioral assessment. Students are taught to select and operationally define target behaviors for change, identify methods to assess behavior using behavioral assessments (e.g., indirect assessments, descriptive assessments, functional analyses, skill assessments), and align assessment outcomes with appropriate strategies that are designed to address areas of weakness while utilizing best practices in the field of applied behavior analysis. Considerations for designing function-based interventions and preparing for undesired side-effects are also discussed. Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission.

### ABA 608/654 Behavior Intervention\*

This course is designed to prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Students are taught to design evidence-based intervention strategies that reduce inappropriate behaviors and increase an individual's performance both academically and socially. Emphasis is placed on approaches that facilitate maintenance and generalization across settings. Students are also taught to design a comprehensive plan to train and supervise the implementation of behavioral interventions. Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission.

### ABA 610/656 Ethical Practice in Applied Behavior Analysis\*

In this course, students are presented with a focused review of the ethical, legal, and professional issues related to the field of applied behavior analysis. Students thoroughly examine the ethical principles adopted by the Behavior Analyst Certification Board® (BACB®) to guide professional practice. Students will critically evaluate ethical scenarios and identify acceptable action given a particular situation. Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission.

### ABA 616/662 ABA Training and Supervision

In this course, students will be given an overview of evidence-based practices for training and supervision. Students will learn how to use behavior analytic supervision methodologies and the potential risks of ineffective supervision. Students will demonstrate how to establish clear performance expectations, select supervision goals, and use performance monitoring, feedback, and reinforcement systems. Students will incorporate function-based strategies to improve personnel performance and effective training procedures for teaching assessment and intervention techniques. Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission.

\*The Behavior Analyst Certification Board® has approved the above course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Certification Examination®. Applicants will have to meet additional requirements to qualify.

### ABA 612/658 Verbal Behavior

In this course, students develop a thorough understanding of Skinner's functional approach to verbal behavior and contrast Skinner's approach with more traditional approaches. Students will review Skinner's seminal text *Verbal Behavior*, supplemented by additional texts and related conceptual and experimental literature.

Students will use Skinner's analysis of verbal behavior to generate real-world examples and to create an original research proposal to answer an applied question. Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission.

#### ABA 614/660 Radical Behaviorism

Students are taught to differentiate between methodological behaviorism, teleological behaviorism, and radical behaviorism. The primary focus of this course is radical behaviorism and topics include determinism, private events, problem-solving, rule-governed behavior, and culture and society. Students apply the philosophy of radical behaviorism to a variety of complex and socially important behavior. The readings primarily include Skinner's articles on radical behaviorism, commentaries on Skinner's approach, and Skinner's response to commentaries. Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission.

#### ABA 678, ABA 626, ABA 627, ABA 682 Thesis (On-Campus)

The thesis is typically completed across four semesters and requires students to examine, conduct research, analyze, and share results in the form of a written thesis and presentation. Students work closely with their advisor during individual and group meetings. In the first and second semester of thesis, students will identify their research question, select committee members, conduct a literature review, write the introduction, identify the methodology to scientifically answer their research question, and obtain thesis committee and institutional review board (IRB) approval. In the end of the second semester or beginning of the third semester of thesis, students will carry out their study, finalize the manuscript, and present their findings to their committee members.

#### ABA 664, ABA 668, ABA 670 Capstone (Online)

The capstone project requires students to conduct a full treatment program, from assessment to evaluation of outcome and caregiver/staff training, and share results in the form of a written document and presentation. Students work closely with their advisor during individual and group meetings. In the first semester of capstone, students will understand capstone requirements and discuss appropriate clients, identify their client and treatment goals, begin a literature review, select committee members, conduct a treatment proposal, and begin assessment and treatment protocols. In the second semester of capstone, students should continue with assessment and treatment, data collection, and begin preparing their final document. In the third semester of capstone, students will finalize data collection, analyze treatment data, finalize the manuscript, and present their treatment to their committee members in a formal capstone defense. ABA 664 Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission; ABA 668 Prerequisite(s):

Passing grade in ABA 601/640, 604/644, and ABA 664 or program director permission; ABA 670 Prerequisite(s): Passing grade in ABA 601/640, 604/644, ABA 664, and ABA 668 or program director permission.

#### ABA 646, ABA 648 Practicum (online only)

The two part practicum series is designed so that students will learn how to obtain all the experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination. Students work in a supervised clinical setting for a maximum of 130 hours per month in which the implementation of behavior-analytic principles are evidenced. No more than 50% of the total hours (restricted activities) can consist of direct implementation of behavioral programs. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1 hour on-campus/online group supervision meeting and meet with individually with on-site supervisors to fulfill all current BACB® experience standards. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB®.

ABA 630/646 Prerequisite(s): Passing grade in ABA 601/640 and 604/644 or program director permission; ABA 631/648 Prerequisite(s): Passing grade in ABA 601/640, 604/644 and ABA 630/646 or program director permission; ABA 632 Prerequisite(s): Passing grade in ABA 601, ABA 604, ABA 630, and ABA 631 or program director permission.

#### ABA 672, 673, 674, 675, 676 Fieldwork Classes

The fieldwork series is designed so that students will obtain a substantial portion of their experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination in a structured and carefully curated manner while enrolled in the MS in ABA program. Students work in a supervised clinical setting for approximately 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. No more than 40% of the total hours can consist of direct implementation of behavioral programs. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.0 hour on-campus group supervision meeting and receive at least one hour of individual supervision from a BCBA® at their approved fieldwork site. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB®.

## **Electives**

### **ABA 521 Autism Spectrum Disorders and Related Disabilities**

This course is designed to provide an overview of autism spectrum disorders (ASD) and related disabilities and examines empirical literature regarding treatments in both home and community. Students learn about the prevalence of ASD and related disabilities as well as diagnosis, assessment, and empirically-validated treatments. Students are taught to identify skill deficits and behavioral challenges often exhibited by individuals diagnosed with ASD and related disabilities and understand the difficulties when programming treatments in the community and home. The course also presents non-empirically validated treatments as well as the ethical implications associated with selecting treatments for individuals diagnosed with ASD or related disabilities.

### **ABA 523 Child Behavior Management**

This course is designed to provide students with an understanding of and competencies with evidence-based practices for promoting desirable behavior in young children. This course presents interventions for common behavioral challenges associated with young children including aggression, tantrums, self-injury, noncompliance, toileting, sleep problems, avoiding community dangers (e.g., guns, abduction), and communication deficits. Students are introduced to the assessment of challenging behavior and methods to prevent problem behavior with young children.

### **ABA 663 Advanced Topics in ABA**

In this course, students will explore the ways that the principles of behavior can be applied to various behaviors, populations, and settings. Students will go beyond the typical applications in autism and related developmental/intellectual disorders, and learn about applications of behavior analysis such as pediatric feeding disorders, severe behavior disorders, sleep, early intervention, organizational behavior management, and medical/psychiatric disorders. Additionally, students will discuss how to work effectively within an interdisciplinary team to provide high quality, comprehensive care to clients. Prerequisite(s): ABA 664: Passing grade in ABA 640 and 644 or program director permission.

## **MASTER OF SCIENCE IN HEALTH ADMINISTRATION**

Mary Ann Hart, Program Director

### **Program Vision**

The Graduate Program in Health Administration prepares health care managers to be innovative leaders and change agents in health care organizations and society.



## **Mission Statement**

The Graduate Program in Health Administration educates a diverse student population to be future health care leaders and managers through the achievement of key leadership and management competencies that will improve access to quality, cost-effective health care to diverse communities, populations, and individuals.

## **Program Focus and Curriculum**

The Master of Science in Health Administration is designed to develop highly effective health care managers and leaders through a program of study focused on the critical ethical, legal, social, policy, management, and leadership issues in health administration and through a hands-on field experience in a health care setting. It consists of thirty-six credits of study (twelve three-credit courses total). The field experience requirement may be waived if the student has at least two years of experience in health care administration, with at least one year in a management role, subject to the approval of the program director.

The Graduate Program in Health Administration is a fully online, asynchronous program that typically takes 2 years to complete. Two courses are taken per semester for 6 semesters (fall, spring, summer). The program director may approve a heavier course load.

## **Student Learning Outcomes for the Graduate Program in Health Administration**

Students should be able to:

1. Analyze the social, political, and economic forces and issues in the current US health care system influencing health care delivery in relation to access, cost, and quality.
2. Demonstrate management skills to effectively manage health care organizations.
3. Apply evidence from health services research and theory to improve and plan health care delivery and systems.
4. Identify effective communication strategies with health care stakeholders, including employees, providers, payors, consumers, and government.
5. Apply leadership strategies to lead health care organizations successfully.
6. Advocate for public policies impacting health care organizations and their communities.

## **Required Courses**

HP 601 Health Ethics and Law

HP 602 Concepts in Health Administration

HP 608 Health Care Quality Management

HP 609 Health Policy, Politics, and Perspectives

HP 611 Management Accounting in Health Care

HP 614 Financial Analysis in Health Administration

HP 619 Research Methods for the Health Professions

HP 620 Field Experience in Health Administration

HP 622 Economics of Health Care

HP 626 Social, Political, and Economic Perspectives in Gerontology

HP 635 Health Information Systems

HP 648 Strategic Management of Health Care Organizations

### **Course Descriptions**

HP 601 Health Ethics and Law

This course introduces students to the complex areas of health ethics and law. Ethical and legal issues related to common health care dilemmas, organizational and health care professional responsibilities, patient rights and responsibilities, and clinical research are among the areas of study and discussion.

HP 602 Concepts in Health Administration

This is an introductory course to the field of health administration. Topics include health care leadership and management, strategic planning, human resources, marketing, quality management, and cultural competency/diversity in health care organizations.

HP 608 Health Care Quality Management

This course is for students preparing for careers in health administration or for other leadership roles in health care. The history and evolution of health care quality improvement, quality measurement, patient safety, organizational systems and design, accreditation, continuous quality improvement (CQI), and utilization management are among the issues that are explored.

HP 609 Health Policy, Politics, and Perspectives

This course examines U.S. health care policy and the political forces that shape policies related to achieving access to care, cost control, and high value health care services.

### HP 611 Management Accounting in Health Care

This course introduces students to the basic concepts and principles of financial and managerial accounting. Students will learn management use of accounting information for internal reporting, planning, and decision making, including analysis of financial information, accounting principles and procedures, and current business practices in health care.

### HP 614 Financial Analysis in Health Administration

This course will give prospective managers a basic knowledge of accounting and financial management concepts and vocabulary as they apply to healthcare organizations. Students will learn to interpret and evaluate the financial statements, examine approaches to costing and price setting, perform and evaluate resource allocation decisions, utilize budgeting concepts, apply and evaluate reimbursement mechanisms, understand financial management concepts, and evaluate the impact of institutional financial management on the quality of the patient care delivery system.

### HP 619 Research Methods for the Health Professions

This course will introduce health professionals and other interested students to the fundamentals of social science research methodologies. The course will provide an overview of quantitative, qualitative, and mixed-methods research design, analytic techniques, and ethical considerations of health care research. Students will become familiar with basic methodological concepts and research tools. The course emphasizes practical application of research methods to enable the health professional to interpret and apply research findings, collaborate with researchers/evaluators, and/or determine research needs for programs.

### HP 620 Field Experience in Health Administration

Students will spend 100 hours in a health care setting experiencing the role of the health administrator or leader as the manager of health services. Placements will be with managers of departments within insurance companies and managed care organizations, hospitals and long-term care institutions, clinics and outpatient departments, state health care agencies, or nursing homes and home health agencies. This course is typically taken in the final semester of study.

### HP 622 Economics of Health Care

This course uses economic analysis to help understand the economic challenges confronting our healthcare system. Topics include supply and demand in health care, market forces, health reform, and health care financing.

### HP 626 Social, 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 form of understanding resource allocation, priorities, and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment, and policy will be explored.

### HP 635 Health Information Systems

This course addresses the multiple systems utilized to retrieve, manage, and report information in health care: information architectures, administrative and clinical applications, evidenced-based health, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, medical devices, and telehealth.

### HP 648 Strategic Management of Health Care Organizations

This course covers complex issues related to organizational behavior and leadership, strategic planning, human resources, and other management issues and challenges in a wide range of healthcare organizations, including non-profit, community-based healthcare organizations.

## **MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)**

Michael Roberts, Program Director; Mary Jean Hughes, Academic Fieldwork Coordinator; Daniel Houlihan; Suzanne Rappaport

### **Program Description**

Occupational therapy (OT) is a dynamic field of practice that utilizes participation in goal-directed, meaningful activities to restore health, promote growth and adaptation, and enhance both occupational performance and quality of life. Best practices in occupational therapy require foundational knowledge, integration of philosophical and theoretical concepts, incorporation of evidence, and application of technical skills. The Master of Science in Occupational Therapy (MSOT) at Regis provides a sequential learning experience progressing from foundational knowledge through integration, application, and evaluation. Students will analyze research, client abilities, and environments and use this information to create therapeutic interventions to enhance the individual's quality of life. The MSOT program provides various opportunities for students with diverse learning styles to be successful within the

rigorous curriculum, both inside the college classroom and outside in applied field settings. Learning may occur through traditional lectures, discussion, reading, use of technology, observation, situational problem solving, group interaction, or hands-on practical in labs and field experiences. The 74-credit program is designed to meet the learning needs of all students within the program and to train these future professionals in applying these principles within the practice of occupational therapy. Students will enter the profession equipped to use occupation as a means to improve the well-being of a diverse population of individuals within a multicultural society.

The entry-level occupational therapy master's degree has been granted Accreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852- 4929. ACOTE's telephone number c/o AOTA is 301-652-6611 and its web address is [www.acoteonline.org](http://www.acoteonline.org).

Graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Admission

Applicants for admission must achieve at least one of the following levels for admittance:

- Completion of a related undergraduate degree (biology, kinesiology, athletic training) from an accredited university with a minimum GPA of 3.0

or

- Completion of an undergraduate degree from an accredited university, and a B- or better in all prerequisite courses listed below. Prior to admission, students must complete the following prerequisite courses\* of study as part of, or in addition to, an undergraduate degree. Coursework must be from an accredited university.

Anatomy and Physiology with Lab	8 credits	
Human Development (Psychology)	3 credits	Abnormal Psychology 3 credits
Kinesiology	3-4 credits	
Sociology	3 credits	
Statistics	3 credits	
Neuroanatomy/Neurobiology	3-4 credits	

Transfer of credit from another approved institution of higher learning will be allowed if it is for graduate work done within five years prior to enrolling at Regis and the grade received for the work is not less than B-. No more than two courses may be transferred. Only those courses will be accepted that correlate with standards for the particular component of the program in which the student is enrolled. Students applying for transfer credit are required to submit to the appropriate graduate program director a transcript and a syllabus or a detailed course description of those courses for which they are requesting transfer credit. The Regis OT program does not offer advanced placement or credit for experiential learning.

### **Graduation Requirements**

All coursework and fieldwork must be completed within five (5) years of beginning the program. In addition, Fieldwork II must be completed within 24 months following completion of the didactic portion of the program. In accordance with the requirements for all graduate programs at Regis, students must receive a B- or higher in all coursework in order to graduate.

### **Student Learning Outcomes for Occupational Therapy**

Students should be able to:

- Demonstrate knowledge regarding the theories and practices of OT and be skilled in reading, evaluating, and disseminating information from current research and literature in OT.
- Apply occupational theory and evidence-based practice assessment and interventions with individuals and groups in a variety of settings for the enhancement of client function in life skills.
- Demonstrate the required competencies, in accordance with the scope of practice of occupational therapy, in order to provide OT services within a wide range of settings for a diverse population.
- Plan and apply OT interventions which address physical, cognitive, psychosocial, sensory, and other aspects of performance in order to enhance clients' well-being and quality of life.
- Collaborate with other professionals in the delivery of OT services.
- Advocate for the profession, uphold the ethical standards and values of OT, and participate in continuing education for life-long learning.

\*A student who has completed a bachelor's degree including all of the above prerequisites except one may be granted conditional admission to the program under the condition that the outstanding prerequisite be completed prior to beginning the MS program.

## Required Courses

OTH 600 Human Occupation (3 credits)

OTH 604 Occupational Therapy Practice (3 credits)

OTH 608 OT Practice in Psychosocial Dysfunction/Lab (4 credits)

OTH 612 OT Practice in Physical Dysfunction/Lab (4 credits)

OTH 616 Group Dynamics/Lab (4 credits)

HP 601 Health Ethics and Law (3 credits)

OTH 620 OT Eval & Interv Children/Adolescents/Lab (4 credits)

OTH 624 OT Eval & Interv Adults/Older Adults/Lab (4 credits)

TH 660A Fieldwork IA (0.5 credits)

OTH 628 Community Based Practice/Lab (4 credits)

OTH 632 Assistive Technology (3 credits)

OTH 636 Research Methods (3 credits)

OTH 640 School-Based Practice (3 credits)

OTH 660B Fieldwork IB (0.5 credits)

OTH 644 Clinical Reasoning in OT (3 credits)

OTH 648 Hand & Upper Extremity Rehab/Lab (4 credits)

OTH 652 OT Leadership (3 credits)

OTH 656 Special Topics in OT (3 credits)

OTH 664A Fieldwork IIA (8 credits)

OTH 664B Fieldwork IIB (8 credits)

OTH 668 Fieldwork Online Discussion (2 credits)



## **Sample Curriculum Plan**

## **Credits**

### **Semester 1**

OTH 600 Human Occupation	3
OTH 604 Occupational Therapy Practice	3
OTH 608 OT Practice in Psychosocial Dysfunction/Lab	4
OTH 612 OT Practice in Physical Dysfunction/Lab	4

### **Semester 2**

OTH 616 Group Dynamics/Law	4
HP 601 Health Ethics and Law	3
OTH 620 OT Eval & Interv Children/Adolescents/Lab	4
OTH 624 OT Eval & Interv Adults/Older Adults/Lab	4
OTH 660A Fieldwork IA	0

### **Semester 3**

	5
OTH 628 Community Based Practice/Lab	4
OTH 632 Assistive Technology	3
OTH 636 Research Methods	3
OTH 640 School-Based Practice	3
OTH 660B Fieldwork IB	0

### **Semester 4**

	5
OTH 644 Clinical Reasoning in OT	3
OTH 648 Hand & Upper Extremity Rehab/Lab	4
OTH 652 OT Leadership	3
OTH 656 Special Topics in OT	3

### **After Completion of Courses**

OTH 664A Fieldwork IIA	8
OTH 664B Fieldwork IIB	8
OTH 668 Fieldwork Online Discussion	2

## Course Descriptions

### OTH 600 Human Occupation

This course introduces students to the broad concept of occupation by exploring ways people acquire skills for occupational performance. Students will develop an understanding of the relations between health and occupation, disability and occupation, and explore how humans find meaning in their lives, through occupation. Students will examine developmental themes and models of childhood and adolescent occupation, including activities of daily living, play, education, social skill development, and vocational exploration. The impact of physical, psychological, cognition, and social development on the child as well as the influence of caretakers, community, and culture will be addressed. Developmental themes and theoretical models of the adult life cycle, from early to late adulthood will include examination of physical, psychological, cognitive, and social changes and the influence of culture, race, and gender on occupations and adaptation. Emphasis will be placed on individual differences and the impact of sociocultural context or areas of occupation such as work, activities of daily living, play, education, social participation, and spiritual practices. Prerequisites: admittance to program

### OTH 604 Occupational Therapy Practice

Students will be introduced to foundation knowledge, values, and philosophy of occupational therapy practice and OT practice models and frameworks. Comparison of different frameworks will be conducted based on client profile, contextual surroundings, and individual therapy goals. Students will learn the skills necessary to apply professional behaviors and skills required to be ethical practitioners. They will learn about various practice settings and systems within which occupational therapists practice to prepare them to begin making decisions regarding their fieldwork site selections. Prerequisites: admittance to program

### OTH 608 Occupational Therapy Practice in Psychosocial Dysfunction/Lab

This course examines the evaluation of psychosocial and psycho-emotional areas of occupational performance and the planning and implementation of occupation-based interventions across domains of practice and client populations. The course addresses developing a client's occupational profile, narrative reasoning, and therapeutic use of self, behavioral change, illness representation, and adjustment to chronic disorders. A specific focus of the course is evaluation of and intervention for clients presenting with mental health disorders. Students will review the theoretical backgrounds that have historical or current significance in the practice of occupational therapy with individuals who are mentally ill. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

### OTH 612 Occupational Therapy Practice in Physical Dysfunction/Lab

Basic treatment principles for neurologic, orthopedic, degenerative, and traumatic conditions, including CVA, arthritis, burns, fractures, and spinal cord injuries, as well as theory and research in relation to treatment, will be presented during lectures. A basic overview of human body-mind systems will be provided with an emphasis on pathology, the recognition of symptoms, their causes, and the occupational implications of the disorders. Laboratory experiences will stress motor, sensory, and perceptual evaluations; comprehensive treatment planning; splint fabrication; and transfers. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

### OTH 616 Group Dynamics/Lab

Group Dynamics involves the exploration of the interactions that occur in small and large group systems. Classes and readings focus on theories of group process that lead to effective group functioning, theories of small group functioning and elements of group process that lead to effective group formation, development, and closure. Group experiences in class will assist in integrating theoretical learning, building upon skills for group observation, leadership, and individual membership. The class will be part of its own laboratory in small group dynamics. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

### HP 601 Health Ethics and Law

This course introduces students to the complex areas of health ethics and law. Ethical and legal issues related to common health care dilemmas, organizational and health care professional responsibilities, patient rights and responsibilities, and clinical research are among the areas of areas of study and discussion.

### OTH 620 OT Evaluation and Intervention for Children and Adolescents/Lab

Students will gain foundational knowledge of OT evaluation and intervention processes. Students will apply clinical reasoning for the evaluation and treatment of children with various conditions and across age groups. Course content will focus on supporting the occupations of the child within an environmental context with an emphasis on family and sociocultural factors. Students will examine major theoretical frames of reference based upon current research and will learn to apply this to planning occupational therapy evaluations and interventions. Students will learn common assessment tools used by occupational therapists, and how to select and critique evaluation methods. Select cases will be used for the application of knowledge, interventions, and frames of reference used with children. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

### OTH 624 OT Evaluation and Intervention for Adults and Older Adults/Lab

Students will gain foundational knowledge of OT evaluation and intervention processes with adults with neurological and orthopedic conditions. Students will apply the clinical reasoning processes to clinical practice with adults with various types of medical conditions. Students will learn about common assessment tools available to occupational therapists for adults, as well as where, when, and how to apply them. The course includes examination of theories of aging, including physiological, psychological, and functional changes and the influence of culture, race, and gender in the experience of aging. Through clinical reasoning, students will learn to evaluate and facilitate functional performance in older adults in a variety of environments, ranging from community to institutional settings. Students will develop technical skills in administering selected evaluation tools and integrating assessment data and demonstrate clinical decisions about intervention, planning, and implementation. Selected cases will be used for application of knowledge. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial, OT Practice in Physical Dysfunction/Lab

### OTH 628 Community-Based Practice/Lab

Students will learn the necessary knowledge, and roles utilized by occupational therapists in settings. Topics will include planning, design, and implementation; legislative and systems issues to community-based practice; program evaluation; entrepreneurship; and future directions in community-based practice. Students will discuss and evaluate models for early intervention programs, adult day health programs, primary care models, low vision and fall prevention programs, forensic mental health, return-to-work, and other similar models of community-based practice. This course includes a service learning component. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

### OTH 632 Assistive Technology

This course will examine the problems associated with designing and providing assistive devices to individuals with disabilities, in order to assist mobility, communication, positioning, environmental control, and daily living. Processes discussed will include needs assessment, search for available devices, resources available, and creative problem solving. Students will work with materials commonly used to create individualized devices, as well as in teams on a design for a specific user or group. Problems of funding and delivery of devices will also be explored.

Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

#### OTH 636 Research Methods

This course will explore components of the research process in the context of occupational therapy. This includes developing research questions, conducting a literature search and review, data collection and data analysis, drawing conclusions from data, ethics in research, and sharing research findings. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

#### OTH 640 School-Based Practice

Students will gain knowledge and experience in the practical application of educationally relevant occupational therapy service provision in the context of the school. Topics include: screening, assessment, planning, and implementation of interventions, consultation models, documentation, the individualized educational plan (IEP) process, understanding eligibility for special education services, evaluation of caseloads, and direct and alternative strategies for supporting children in the educational process. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, OT Eval & Intervention Children/Adolescents/Lab

#### OTH 644 Clinical Reasoning in OT

This course will focus on the development of occupational therapy reasoning skills based on theoretical and practice learning. Emphasis will be placed on the ability to make, reflect on, analyze, and critique observations, as well as make interpretations based on these observations. Students will explore the procedural components of the clinical reasoning process with reference to the profession's practice framework, evidence-based practice, selected theoretical models, and practice areas. Topics include: principles of evaluation, outcome measures, evidence-based practice, client-centered practice, clinical documentation, pain management, client problem and goal identification, development of PICO questions, searching and analyzing literature, preparing Rx plans, and presentation to the client. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/ Lab, Community Based Practice/Lab

#### OTH 648 Hand and Upper Extremity Rehabilitation/Lab

This course will serve as an introduction to the specialization of hand therapy within the field of occupational therapy. Limitations in hand function can cause a decreased level of

participation in life's tasks and individual roles. Therapies, interventions, modalities, and exercises to use in hand therapy will be addressed. The lab will be used for assessment and fabrication of splints to meet specific needs. Prerequisites/Co-requisites: OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

#### OTH 664A/664B Fieldwork IIA and IIB

Each part of Fieldwork II is a 12-week, full-time internship that takes place after the completion of all required coursework. Level II fieldwork provides students with opportunities to: experience in-depth delivery of occupational therapy services to clients and focus on the application of purposeful and meaningful occupation and/or research, administration, and management of occupational therapy services. Level II fieldwork is designed to promote clinical reasoning and reflective practice, to transmit values and beliefs that promote ethical practice and to develop professionalism and competence in career responsibilities. Students must complete both Fieldwork II segments to meet program requirements. Prerequisites: completion of all coursework (except for Fieldwork Discussion Course) with a B- or above and concurrent registration for Fieldwork Online Discussion course

#### OTH 668 Level II Fieldwork Online Discussion Course

Students will respond to instructor-led discussion prompts as well as to postings of their classmates. The online discussion provides the opportunity for students to relate fieldwork experiential learning to all areas of Regis College coursework including: mind-body systems, health-and-human systems of care; assessment; intervention; documentation; evidence-based practice; client-centered and occupation-centered practice; and application of research to practice. Students will engage in ongoing discussions about professional identity and the transition from student to professional as they describe and discuss fieldwork challenges and successes across a variety of practice settings. Must be taken concurrently with Fieldwork IIA and IIB. Prerequisites: completion of all coursework with a B- or above and concurrent registration for Fieldwork II

#### OTH 652 OT Leadership

Students will integrate concepts, principles, and strategies that are fundamental to the provision of occupational therapy services in the changing U.S. healthcare system. This course links system management, reimbursement mechanisms, and public policy found in occupational therapy practice settings to the populations served. Knowledge of leadership, management, ethics, and marketing principles that are necessary for success in today's health care industry are emphasized. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, Health Ethics & Law, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

## OTH 656 Special Topics in Occupational Therapy

Presentations will be given by faculty, guest lecturers, and students covering selected topics or subjects of special interest. Students will be required to research and present information related to one or more of the following areas: a) administration, b) clinical education, c) pediatrics, d) physical disabilities, e) mental health, f) gerontology/geriatrics, g) school-based practice, and others. Prerequisites/Co-requisites: Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab, Community Based Practice/Lab, Research Methods

## OTH 660A/660B Fieldwork IA and IB

Students will perform observations in various occupational therapy settings and assist, as appropriate, in the planning and implementation of occupational therapy services. The Level I Fieldwork placement is scheduled during the second and third semesters of the fulltime program (later in the progression for part time students). The Fieldwork components are associated with specific courses in the curriculum and will include reflective activities, such as in-class discussions, online discussion forums, or journals. Prerequisites: B- or above in all coursework to date; students must have completed at least 4 courses within the MSOT program prior to beginning Fieldwork IA.

# MASTER OF SCIENCE IN SPEECH LANGUAGE PATHOLOGY

Allan Smith, Program Director

The Master of Science (MS) education program in speech-language pathology at Regis College is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850; 1.800.498.2071 or 1.301.296.5700.

## Program Description

Speech-Language Pathologists (SLPs) work with clients of all ages and backgrounds to prevent, evaluate, and provide effective treatment for individuals with speech, language, communication and swallowing disorders. SLPs work within a wide array of settings including hospitals and clinics, nursing homes, private practices, and schools. The mission of the Master of Science in Speech-Language Pathology (SLP) at Regis College is to prepare culturally competent professionals to enter the field of speech-language pathology with the skills necessary to assess and to treat a diverse population



of individuals, to integrate scholarship and policy into practice, and to serve and to lead in the community.

The entry-level Master of Science in SLP at Regis College builds on a baccalaureate foundation in the humanities, as well as physical, biological and social sciences. It is designed for individuals who wish to enter the profession of SLP who have an undergraduate degree in another area of study. However, prerequisite coursework is required including biology, physical sciences, social sciences, and statistics. Courses in communication sciences are also required including, audiology, phonetics, language development, anatomy and physiology for speech and hearing, and speech science.

Through a functional, hands-on approach, students will learn to evaluate, integrate and apply the principles of speech-language pathology. As they progress through the program, they will gain intellectual and practical skills that will enable them to critically analyze individual needs, problem-solve, create appropriate interventions, and communicate effectively with clients, families, and other professionals.

### **Program Learning Outcomes for Speech-Language Pathology**

Upon completion of the MS in Speech-Language Pathology, students will demonstrate the following knowledge, skills and professional standards.

- Students will demonstrate knowledge of anatomical and physiological aspects of typical and atypical speech, language, hearing, cognition and swallowing processes, and genetic and pathophysiological processes affecting these functions.
- Students will demonstrate clinical skills to screen, assess, diagnose and provide appropriate interventions for individuals with communication and/or swallowing disorders across a diverse population, as well as develop programs to prevent loss of communication functions.
- Students will critically evaluate research, integrate theory, and apply evidence-based practice and clinical reasoning skills in order to problem solve within practical and clinical settings.
- Students will demonstrate a professional code of conduct within the field of speech language pathology and audiology that is commensurate with the standards of the profession, including integrity, accountability, ethical conduct, communication, cultural competency, and patient care.
- Students will demonstrate knowledge of interprofessionalism in healthcare, and be able to collaborate with other health professionals to provide quality, comprehensive services to individuals with diverse needs and backgrounds.

### **Admissions**

Applicants for admission must achieve the following:

- Completion of an undergraduate degree from an accredited university with a minimum GPA of 3.0

and

- Completion of prerequisite courses from an accredited university with a grade of B- or higher.
- Students must complete prerequisite courses at Regis or another university prior to admission into the M.S. program. Students may receive conditional acceptance into the program if they are missing up to two prerequisites. However, these courses must be taken as an overload during the first semester of study. Prerequisites for the master's program are offered through the minor in Communication Sciences and Disorders at Regis College and include the following courses: CSD 200, CSD 210, CSD 300, CSD 310, CSD 400, and
- CSD 401. Non-CSD prerequisites include biology, physical science, social science, and statistics.

### **Required Courses**

SLP 600 Evaluation and Clinical Writing (3 credits)

SLP 605 Speech-Language Pathology in Schools (3 credits)

SLP 610 Child Language Disorders (3 credits)

ABA 521 Autism Spectrum Disorder and Related Disabilities (3 credits)

SLP 615 Aphasia (3 credits)

SLP 620 Speech Sound Disorders (3 credits) SLP 625 Fluency Disorders (3 credits)

SLP 630 Motor Speech Disorders (3 credits)

SLP 635 Research Methods in Speech-Language Pathology (3 credits)

SLP 640 Cognitive Communication Disorders (3 credits)

SLP 645 Voice Disorders (3 credits)

SLP 650 Counseling in Speech-Language Pathology (3 credits)

SLP 655 Augmentative and Alternative Communication (3 credits)

SLP 660 Dysphagia (3 credits)

SLP 665 Professional Issues (1 credit)

SLP 680 Internship (2 credits)

SLP 681- 684 Externships I-IV (2 credits each)

SLP 690 Capstone (3 credits)

## Course Descriptions

### SLP 600 Evaluation and Clinical Writing

Principles and methods of assessing and monitoring progress in individuals with speech and language disorders. Examination and measurement techniques are explained and practiced. Reporting and documenting assessment results are also addressed. 3 credits

### SLP 605 Speech-Language Pathology in Schools

Service delivery models, laws and regulations, assessment, documentation, and processes for providing speech-language pathology services in schools. Professionalism and ethical decision making are examined and applied (MS Speech-Language Pathology students only). 3 credits

### SLP 610 Child Language Disorders

Principles and methods of assessment and intervention for children with language and literacy disorders in preschool, elementary, and secondary school. Psychosocial, historical, and multicultural perspectives are explored. 3 credits

### ABA 521 Autism Spectrum Disorder and Related Disabilities

This course provides an overview of Autism Spectrum Disorder (ASD) and related disabilities and examines empirical literature regarding treatments in both home and community. Students learn about the prevalence of ASD and related disabilities as well as diagnosis, assessment, and empirically-validated treatments. Students are taught to identify skill deficits and behavioral challenges often exhibited by individuals diagnosed with ASD and related disabilities and understand the difficulties when programming treatments in the community and home. This course also discusses non-empirically validated treatments as well as the ethical implications when selecting treatments for individuals diagnosed with ASD or related disabilities. (This course is taught by the ABA department.) 3 credits

### SLP 615 Aphasia

This course provides a knowledge base for evaluation and treatment of adult language disorders, including aphasia. It will address the neurological, linguistic, cognitive and psychological aspects of acquired communication disorders in the adult population. The course content will focus on the differential aphasia classifications, and diagnosis and treatment of receptive and expressive language and speech disorders in aphasia. Additionally, the course will compare the disorder of aphasia to other neurogenic communication disorders, such as right hemisphere dysfunction, traumatic brain injury, dementia, apraxia and dysarthria. 3 credits

### SLP 620 Speech Sound Disorders

Articulatory and phonological aspects of typical and disordered speech development in children. Procedures for diagnosis and intervention are discussed and applied. 3 credits

### SLP 625 Fluency Disorders

Review of research and evidence-based practice for stuttering and related conditions. Methods for assessment and treatment are examined and applied. 3 credits

### SLP 630 Motor Speech Disorders

Review of neurology and neuropathologies that interfere with speech production, including dysarthria and apraxia of speech. Practical application of evidence-based practice to assessment and treatment of speech motor disorders. 3 credits

### SLP 635 Research Methods in Speech-Language Pathology

Research design, statistical analyses, and measurement approaches used in the field of communication sciences and disorders, including quantitative and qualitative methods. Principles of evidence-based practice are reviewed and implemented. 3 credits.

### SLP 640 Cognitive Communication Disorders

Communication issues related to cognitive impairments such as acquired brain injury and neurodegenerative pathologies. Diagnosis and treatment decisions are determined and evaluated. 3 credits

### SLP 645 Voice Disorders

Diagnosis and clinical management of voice disorders. Normal laryngeal structure and function are reviewed and compared with vocal dysfunction. 3 credits

### SLP 650 Counseling in Speech-Language Pathology

Application of counseling principles and methods to help individuals with communicative disorders and their families. Emphasis is placed on developing self-awareness and clinical insight with a culturally diverse caseload. 3 credits

### SLP 655 Augmentative and Alternative Communication

History and recent developments in non-speech communication, including augmentative communication aids, techniques, and symbol systems. Cognitive, educational, social, cultural, and linguistic aspects are identified and discussed. 3 credits

### SLP 660 Dysphagia

Normal and disordered anatomy and physiology of swallowing in children and adults. Principles of diagnosis and treatment are discussed and applied to swallowing disorders. 3 credits

### SLP 665 Professional Issues

Important information for students transitioning into clinical fellowships in speech-language pathology. Topics include professional certification exams, preparing documentation for graduation, job searching/interviewing, applying for licensure/certification, ethical challenges in the workplace, and continuing education responsibilities. 1 credit

### SLP 680 Internship

The first of a series of clinical classes. Simulation is accompanied by regular group and individual meetings with clinical faculty. Acceptable hours may be applied toward certification. Co-requisite: SLP 600 or permission of instructor. 2 credits

### SLP 681 Externship I

Students are assigned to their first field-based experience from a variety of clinical settings. Students may also be assigned to specialty clinics. Acceptable clinical hours may be applied toward certification. Prerequisite: SLP 600, SLP 680 or consent of instructor. 2 credits

### SLP 682 Externship II

Students are assigned to their second field-based experience from a variety of clinical settings. Students may also be assigned to specialty clinics. As an extension of SLP 681, students are expected to demonstrate increased independence. Acceptable clinical hours may be applied toward certification. Prerequisites: SLP 600, SLP 680, and 681, or consent of instructor. 2 credits

### SLP 683 Externship III

Students are assigned to their third field-based experience from a variety of clinical settings. Students may also be assigned to specialty clinics. As an extension of SLP 682, students are expected to demonstrate increased independence. Acceptable clinical hours may be applied toward certification. Prerequisite: SLP 600, 680, 681, 682 or consent of instructor. 2 credits

### SLP 684 Externship IV

Students are assigned to their fourth field-based experience from a variety of clinical settings. Students may also be assigned to specialty clinics. As an extension of SLP

683, students are expected to demonstrate increased independence to a level appropriate for beginning the Clinical Fellowship. Acceptable clinical hours may be applied toward certification. Prerequisite: SLP 600, 680, 681, 682, 683 or consent of instructor. 2 credits

#### SLP 690 Capstone

Students culminate their experience in the program by completing a Capstone Project. Assistance is provided in determining an appropriate topic of study. Case studies, research literature, and/or empirical data will be gathered and analyzed to answer a research or clinical question. 3 credits

\*NOTE: The curriculum for the MS in Speech Language Pathology is subject to modification as the program is further developed.

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

### **Program Description**

The graduate program in Regulatory and Clinical Research Management is intended for candidates with baccalaureate degrees in the sciences, engineering, nursing, or other health professions. Other candidates may enter the program with permission of the program director. Candidates are those who wish to start, advance, or transition their career in biotechnology, device, or pharmaceutical industries, research entities, or clinical research organizations. The program provides the knowledge and skills for excellence as regulatory, quality system, or clinical research professionals. Each student selects a specialty track, either regulatory management or clinical research management.

Students seeking the Master of Science complete thirty-three credits of study. While the curriculum emphasizes regulatory affairs and clinical research, the Master of Science program includes other topics, such as health policy and health ethics and law. The program consists of 33 credits: 6 core courses and 3 specialty track courses (totaling 27 credits) and 6 credits of electives. Electives are most often taken in the other track, but may include electives within other graduate programs, such as health administration. An independent field experience project, approved by a faculty advisor and a host company or clinical research organization, is required. The field experience gives students hands-on experience. The student delivers results of value to the sponsoring organization and prepares a project report on the experience.

### **Program Objectives**

- To implement a curriculum based on current international standards of regulatory, quality systems and clinical research

- To develop professionals who will be in position to move into leadership positions in these growing areas as well as into professional associations
- To play a leadership role in developing competency and accreditation standards for academic programs in both regulatory and clinical research management

### **Student Learning Outcomes for the Graduate Program in Regulatory and Clinical Research Management**

Students should be able to:

- Understand and apply the basic principles and issues in medical product regulation and clinical research
- Apply current U.S. and international requirements to diverse product technologies and medical applications
- Determine and influence current and applicable laws, regulations, and guidelines to enhance drug and device safety
- Understand the concerns of professionals with whom they interact including company management, product development and production, marketing, regulatory agencies, test houses, trade associations, and standards development organizations
- Organize and analyze data and understand principles of statistical analysis
- Develop and practice oral and written communications skills needed for these interactions
- Be ready to fill the growing need for regulatory and clinical professionals as the need for and sophistication of health product technology and systems continue to evolve

### **Core Requirements**

RA 601 Overview of the Medical Product Industry

RA 602A Overview of FDA Regulation

RA 605 Field Experience

PBH 600 Biostatistics

HP 601 Health Ethics and Law

ID 603 Advanced Writing for the Health Professions

### **Other Possible Electives**

HP 609 Health Policy, Politics, and Perspectives

RA 630 Combination Products

RA 631 Personalized Medicine



RA 632 Quality System Auditing

RA 633 Chinese Medical Device Regulation

RA 634 Advanced Regulatory Strategy

### **Clinical Research Management Track Requirements**

RA 608 Clinical Research Methods

RA 609 Clinical Trial Management

RA 616 Project Management

### **Regulatory Management Track Requirements**

RA 603A Pharmaceutical Product Regulation

RA 604A Medical Device Regulation

RA 615 Quality Systems and Risk Management

### **Electives**

A student may take courses required for the track not chosen. For example, a candidate in the clinical research track can take RA 603A, RA 604A, or RA 615 as an elective.

### **Additional Courses**

Other courses may be chosen as electives with the approval of the regulatory and clinical research management graduate program director. Consistent with Regis policy, two relevant graduate courses from other universities may be transferred subject to the program director's approval.

### **Core Course Descriptions**

For courses provided by other graduate programs, that is, that do not have the "RA" course prefix, please see the course description in the corresponding section of this catalog: CO: Organizational and Professional Communication, HP: Health Administration, Informatics, and other Health Professions courses, and NU: Nursing

RA 601 Overview of the Medical Product Industry

This overview of the industry is intended to provide a common basic level of understanding, whether the student comes directly from an undergraduate program, another graduate program, or from industry experience in limited types of products or associate activities. It includes:

- the medical product industry (pharmaceutical, biotechnology, and devices) typical

company structures laws, regulations, and standards

- the government structures, agencies, organizations, and societies that influence and produce them
- regulatory agencies that enforce them
- third-party organizations (product testing, quality system auditing, and/or clinical research organizations) the healthcare industry (providers, such as hospitals and clinics, and other health-related entities such as insurance companies, HMOs, and government health plans)

#### RA 602A Overview of FDA Regulation

This overview of the Food and Drug and Cosmetic Act describes the basis for FDA regulation of the development, production, and the approval processes for drugs, devices, biologics, foods, and cosmetics.

#### RA 603A Pharmaceutical Product Regulation

This overview course covers general elements of the Food and Drug Administration (FDA) and the nature of the industries regulated. The course provides a fundamental understanding of the organization and structure of the FDA; conveys a fundamental knowledge of the tools that the FDA uses to regulate the drug, biologics, and device industries by investigating the process that brings drugs, biologics, or devices to the marketplace; and provides a general knowledge of post marketing regulatory obligations of manufacturers, distributors and prescribers of health products that keep the products on the market and promote public health. Prerequisites: RA 601 and RA 602ARA

#### 604A Medical Device Regulation

This course includes a survey of the principles of medical device regulation focused on the regulations of the United States, the European Union, and Canada. Students select a hypothetical product as a semester-long project and apply what they learn about each of the issues covered, including classification, quality systems, design controls, standards, software, biocompatibility, infection control and sterilization, production control, and post market activities. Prerequisites: RA 601 and RA 602A

#### RA 605 Field Experience in Regulatory Affairs

This course consists of a coordinated field experience at a biotechnology company or research organization. Students will apply the principles learned in classes to produce results of value to the host organization. The experience can occur where the student is employed or at organizations found by the student. Faculty and fellow students can help identify appropriate sites and projects. Project locations and the nature of the experience must be approved by the Regis faculty and by the host organization. Prerequisites: Courses appropriate to the project as determined by faculty advisor

## RA 608 Clinical Research Methods

This course offers an introduction to common clinical research and analytical methodologies used in device and pharmaceutical product development. Specific topics include proof of concept and technology development surrounding device feasibility studies, exploration of new applications, indications and modification methods, and safety and effectiveness. Also included are human factors engineering, medical personnel usability, and over-the-counter, home-use, or direct-to-consumer products demonstration of clinical value, and qualifications for reimbursement. The student learns the specific methods for different products and applications, such as, pharmaceuticals, biologics processing (e.g., blood processing), in-vitro diagnostics, clinical laboratory instruments, and monitoring, diagnostic, therapeutic, or preventive devices.

Factors in the design of clinical research methods include:

- statistical methods and power analysis, quantitative versus qualitative methods protocol design, and inclusion/exclusion criteria
- selection of study sites and investigators, including the choice of foreign or domestic sites
- regulatory and ethical restrictions

Prerequisites: RA 601 and RA 602A. It is recommended that RA 609 be taken before RA 608.

## RA 609 Clinical Trial Management

This course provides an introduction to the fundamentals of clinical trials, including The Code of Federal Regulations as they pertain to clinical trials, the role of the FDA, basics of drug and medical device trials, the FDA submission process, good clinical practices, institutional review boards, managing and monitoring clinical trials, and ethical principles including informed consent and conflict of interest. Prerequisites: RA 601 and RA 602A

## RA 615 Quality Systems and Risk Management

The student learns requirements and industry practice associated with the Medical Device Quality System Regulation, pharmaceutical Good Manufacturing Practice, Good Clinical Practice, Good Laboratory Practice, and associated international standards. Principles of quality system auditing will be studied and practiced in role-playing case studies. The principles of risk management and related regulations and standards are also taught and exercised in case studies. Risk management is applied to situations throughout the product life cycle. This course uses economic analysis to help understand the economic and financial problems now confronting our healthcare system. Considerable attention will be given to topics of current public concern including rapidly increasing costs, Medicare and Medicaid, excess capacity, expensive new technologies, national health insurance, and the problem of the uninsured.

Prerequisites: RA 601 and RA 602A

## RA 616 Project Management

This course will cover project management terminology, key concepts, and ideas for planning and scheduling projects including assessment and management of project time, cost, scope, risk, and quality. The role of an effective project leader is a demanding one that requires a clear understanding of the five project processes: initiating, planning, executing, controlling, and closing. Effective project management and its concurrent need to establish defined scope, within budget and completion dates is key to success in today's dynamic biotech, pharmaceutical, and healthcare environments. Core principles and fundamentals will be covered, illustrating interpretation and application of such requirements:

- The Project Life Cycle: Initiating, Planning, Executing, and Closing Projects  
Recognition of Project Management Tools and Templates
- Scope (Project Charter), Time (Work Breakdown Structure), and Financial Management (Budget)
- Defining Roles and Responsibilities
- The Importance of Team Building and Teamwork
- Team Dynamics, Risk Assessment, Lessons Learned and Process Improvement
- Managing Client/Vendor Relationships

## RA 630 Combination Products

In this interactive course, participants are exposed to examples of combination products on the market, under development, and on the drawing board. The course concludes with a look at the future of medicine including tissue engineering and nanotechnology. (A basic knowledge of device and pharmaceutical product regulation is highly recommended. RA 603A and RA 604A can produce this understanding.)

## RA 631 Personalized and Precision Medicine

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

## RA 632 Quality System Auditing

Medical products companies are subject to audits from regulatory and certification agencies and are required to have an internal audit program. This course describes the types of audits and the basic skills of auditing. Knowledge of quality system regulations and standards is covered briefly online. The course focuses on professional

characteristics and skills of a lead auditor. (A basic knowledge of quality management systems is highly recommended. RA 615 can provide this understanding.)

#### RA 633 Global Medical Device Regulation

This course introduces the student to the basics of global 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 and regulatory pathways to bring a medical device to market in Asia, Europe, Canada, and Australia; in accordance with global harmonization.

#### RA 634 Emerging and Advanced Regulatory Trends

The new and complex discoveries and influence of technological advances on the biotechnology, medical device, and pharmaceutical industries are evidenced by the growth in large, mid-size, and small companies. Rapid growth has imposed numerous challenges and has created the need to understand the limitations and requirements of the regulatory environment and consideration of the economic opportunities.

Being able to design, implement, and defend these regulatory strategies and the clinical trials to support them is a required and valuable skill for regulatory and clinical trial professionals. Using case studies from a range of clinical specialties, participants will discuss a variety of regulatory strategies and clinical trial options, the advantages and disadvantages of each, and when and how to use them.

#### ID 603 Advanced Writing for the Health Professions

This course provides health profession graduate students exercises in developing documents for the various types of readers encountered in the health professions including notifications to the general public, submittals to agencies, management summaries, information for professionals, and processes for non-professional employees. Students will learn the principles of clear written communication and the tools for collaborative writing.

## **MASTER OF PUBLIC HEALTH**

Frazier B. Beatty, Program Director; Jocelyn Mullins

The Master of Public Health (M.P.H.) is an online practice-oriented terminal degree program designed to prepare students who have little or no experience in public health to work with communities to map their assets and needs. Graduates will be prepared to develop and evaluate culturally relevant interventions to promote public health. Our MPH program is designed for compassionate, resourceful, service-oriented people who aspire to be change agents in their communities. The students who seek the MPH

degree are those that care for their communities; they care for the well-being of others; and they strive to make a difference in the world around them. Here at Regis College we care for the “Dear Neighbor” without distinction.

We are a diverse community of passionate people who appreciate cultural differences and we value what we learn from each other. We believe that the educational experience is inspired by the Catholic intellectual traditions and the social justice values espoused by our founders the Sisters of St. Joseph of Boston.

#### **Program Outcomes for Master of Public Health**

1. Students will assess evidence-based, diverse community health needs to develop culturally appropriate public health solutions.
2. Students will create community health interventions utilizing appropriate learning, communication, organizational, social, and behavior change theories.
3. Students will apply principles of biostatistics, environmental health, epidemiology, and social-behavioral models for the prevention of diseases in communities.
4. Students will evaluate programs and public health research findings for community health initiatives.
5. Students will advocate for policy change, improved health outcomes, shared vision, social change, and community solutions to address organizational and community challenges.
6. Students will create relevant local and global health policy recommendations aimed at improving community health outcomes.
7. Students will collaborate with key stakeholders and partners to promote health research and data that will improve diverse community's health outcomes
8. Students will create health communications for individuals and groups from diverse cultural, ethnic, and educational backgrounds using a variety of technology and multidisciplinary approaches.
9. Students will lead public health professionals, multidisciplinary teams, and system stakeholders in organizational and community health settings.

#### **Degree Requirements**

- 42 quarter credits
- Practicum - PBH 632: Applied Practice Experience
- Capstone – PBH 636: Integrated Learning Experience Capstone
- Minimum 3.0 GPA
- Continuing registration

## **Curriculum – Foundational Courses**

PBH 611 Social and Behavioral Sciences (3 cr.)

PBH 600 Biostatistics (3 cr.)

PBH 633 Epidemiologic Methods (3 cr.)

HP 602 Concepts in Health Administration (3 cr.)

PBH 635 Contemporary Issues in Environmental Health (3 cr.)

HP 601 Health Ethics and Law (3 cr.)

PBH 632 Applied Practice Experience - Field Practicum (3 cr.)

PBH 636 Integrated Learning Experience – Capstone (3 cr.)

## **Epidemiology Concentration**

PBH 614 Observational and Interventional Study Design (3 cr.)

PBH 615 Data Management and Analysis (3 cr.)

PBH 616 Advanced Analysis of Epidemiologic Studies (3 cr.)

PBH 617 Infectious Disease Epidemiology (3 cr.)

PBH 618 Chronic Disease Epidemiology (3 cr.)

PBH 619 Advanced Epidemiologic Methods (3 cr.)

## **Health Policy and Management Concentration**

PBH 622 Health Policy Analysis (3 cr.)

HP 609 Health Policy, Politics, and Perspectives (3 cr.)

HP 622 Economics of Health Care (3 cr.)

PBH 623 Contemporary Issues, Special Populations, and Policies (3 cr.)

PBH 624 State Health Policy

PBH 625 Health Policy and Program Implementation (3 cr.)



## **MPH Course Descriptions**

### **PBH 611 Social and Behavioral Sciences**

Social and behavioral science theories, models, and concepts can be applied to public health problems and interventions. This course examines the role of individual, social, and community factors, including race, ethnicity, and culture, in both the onset and solution of public health problems, as well as the interrelationship between the social and behavioral sciences.

### **PBH 600 Biostatistics**

This course is designed to teach master's level students the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals, and hypothesis testing; sample size and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of confounding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading the literature.

### **\*HP 601 Health Ethics and Law**

This course introduces students to the complex areas of health ethics and law. Ethical and legal issues related to common health care dilemmas, organizational and health care professional responsibilities, patient rights and responsibilities, and clinical research are among the areas of study and discussion.

### **PBH 635 Contemporary Issues in Environmental Health**

Contemporary Issues in Environmental Health will address current issues and concepts in the field of environmental health. It is intended to provide students with an understanding of how environmental factors impact the health of individuals and the community. This course will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with an understanding of the health hazards resulting from exposure to physical, chemical, and biological hazards; vectors for dissemination (water, soil, fomites and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues.

### **HP 602 Concepts in Health Administration**

This is an introductory course to the field of health administration. Topics include health care leadership and management, strategic planning, human resources, marketing, quality management, and cultural competency/diversity in health care organizations.

### 633 Epidemiology

This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies

### HP 602 Concepts in Health Administration

This is an introductory course to the field of health administration. Topics include health care leadership and management, strategic planning, human resources, marketing, quality management, and cultural competency/diversity in health care organizations.

### PBH 632 Applied Practice Experience – Practicum

Applied Practice Experience (Practicum) is taken at the end of the program of study and provides students with the opportunity to apply skills and knowledge obtained in both core and principle courses to the practice of public health under the guidance of a preceptor and a MPH practicum course faculty

### PBH 636 Integrated Learning Experience – Capstone

The main purpose of this course is to provide the culminating, integrative curricular experience for students enrolled in the Regis College Online Master of Public Health program during their last semester prior to graduation. The course draws on students' prior training in the five core areas of public health (i.e., Social and Behavioral Sciences, Biostatistics, Epidemiological Methods, Concepts in Health Administration and Contemporary Issues in Environmental Health); their additional required course work in one of 2 tracks (Epidemiology or Health Policy and Management); and their "real world" experience gained in the field prior to their graduation. In particular, the capstone class is closely linked to the MPH Practicum (PBH 632).

### PBH 614 Observational and Interventional Study Design

In this course we will explore Observational and Interventional study design types. Observational studies in epidemiology draw inferences from a sample where the researcher is not in control and are often retrospective and used to assess potential causation in an exposure-outcome relationship. Interventional studies are often prospective and are tailored to evaluate clinical outcomes. The commonly used designs to study health outcomes among humans, such as cohort, case-control, ecological and cross-sectional and case studies will be discussed. The strengths and limitations of each of the study designs will be explored while looking at the guiding principles for each design and interpretation of results using such designs.

## PBH 615 Data Management & Data Analysis

The course will expose students to basic concepts that are needed to use SPSS for epidemiological research. The goal will be to familiarize students with various analytic methods and their uses to answer specific epidemiologic research questions. It will cover conduct of basic epidemiologic data and its management, and statistical analysis of data from epidemiologic investigations. Brief reviews of relevant statistical methods, their applications in epidemiologic research and interpretation of results will be covered step by step in this course. Students will be provided with several data sets from epidemiologic studies and will be asked to conduct analyses of these data.

## PBH 616 Advanced Analysis of Epidemiologic Studies

The course will expose students to advanced concepts that are needed to use SPSS for epidemiological research. The goal will be to expose students with various analytic methods and their uses to answer specific epidemiologic research questions. It will cover conduct of advanced epidemiologic data and its management, and statistical analysis of data from epidemiologic investigations. This course will deepen students' knowledge of epidemiological principles.

## PBH 617 Infectious Disease Epidemiology

This course covers the importance and basic methods for infectious disease epidemiology for selected diseases. The methods will include outbreak investigations, disease surveillance, case-control studies, cohort studies, and cross-sectional studies. Distribution, risk factors and causes, transmission, and control of selected infectious diseases will be covered including interpretation of epidemiological data. Program evaluations in infectious disease settings and rates and measures will be covered as well.

## PBH 618 Chronic Disease Epidemiology

This course provides an overview of some chronic diseases and will highlight the key methodological issues surrounding studies of such chronic diseases. It will give the students with the opportunity to apply epidemiologic methods in understanding chronic diseases problems. Chronic diseases account for 6 of the top 7 causes of death in the United States according the Centers for Disease Control and Prevention. Various chronic diseases will be studied including cancer, cardiovascular disease, diabetes, obesity, asthma, chronic lung disease and arthritis among others. The more epidemiology students understand about these diseases, the better they will be able to continue to study them effectively and attempt to influence public policy. In addition, challenges that are attendant to chronic disease risk factors and their epidemiological behavior will be examined.

## PBH 619 Advanced Epidemiologic Methods

The course covers principles and methods of epidemiology, including descriptive and analytic approaches to assessing the distributions of health, disease, and injury in populations and factors that influence those distributions. The emphasis is on developing an understanding of concepts, rather than quantitative methods, although basic calculations are involved. In addition, epidemiologic issues in the interface with Public Health Policy will be studied. The course will consist of readings and critical review of epidemiology articles.

## PBH 622 Health Policy Analysis

The course provides an overview of the U.S. Health care delivery system and current policy challenges, (i.e. chronic disease, health equity, access to care, and healthcare reform) and provides an introduction to policy analysis tools useful for defining policy problems, assessing alternative solutions and examining effects of health policies. The framework used for achieving these aims will be to consider public health policy from the perspective of the main stakeholders in the system: patients, providers, health plans, and payers.

## HP 609 Health Policy and Perspectives

This course examines U.S. health care policy and the political forces that shape policies related to achieving access to care, cost control, and high value health care services.

## \*HP 622 Economics of Health Care

This course uses economic analysis to help understand the economic challenges confronting our healthcare system. Topics include supply and demand in health care, market forces, health reform, and health care financing.

## PBH 623 Contemporary Issues, Special Populations, and Policies

The health of special populations depends on not only the characteristics and health behaviors of individuals but the social, economic, and physical environments in which they live and the health care systems that provide their medical care. This course will explore the current evidence regarding the role of these factors as determinants of population health and identify emerging issues. The role of public policy in improving the health of special populations will be discussed in the context of empirical research evidence. Particular emphasis of the course will be to explore public health policy initiatives to address the health problems under consideration, and to evaluate their success and unintended consequences.

## PBH 624 State Health Policy

This course provides an overview of health care policy in the United States, a close examination of selected current policy topics, and exposure to real-world health policy-making via case studies in various states.

## PBH 625 Health Policy and Program Implementation

This course is designed to provide public health students with a conceptual framework for both understanding and integrating the dimensions and practice of the evolving field of public health. It addresses historical aspects and events that have impacted the field and emphasizes directed efforts to clarify and strengthen the discipline and functions of public health from a systems approach. It also reinforces the organization and management of mandated community health and related services provided by governmental health agencies.

# MASTER OF SOCIAL WORK

Donette C. Considine, Program Director; Ruth Gerritsen-McKane, Field Education Director; Kareem Ayodeji; Lisa Gray; Henry Kronner; Mimi Sodhi

## Program Description

The Master of Social Work (MSW) program prepares graduates to engage in critical thinking and reflection as they become skilled clinical social work practitioners and leaders who work for a more just and humane society. Students are sensitive to the diversity of cultures, oppression, and all forms of social injustice leading to the development of professional values that are consistent with the purpose and values of the profession of social work.

The MSW program is grounded in the person-in-environment framework, which encourages students to recognize client systems as a part of a larger whole and to advocate for those who are vulnerable and marginalized, including those living in poverty. Students develop knowledge and skills that promote human and community well-being as well as respect for human diversity. The MSW program strives to educate students for the profession to be skilled leaders who seek to advance social change and economic justice both locally and globally through direct clinical social work practice.

Through the program of study including hands-on field education in various social service settings, students develop the clinical skills needed to meet the increasing demand for social work services in schools, hospitals, mental health centers, addiction programs, shelters, community centers, child welfare agencies, youth and family service agencies, and many other social service settings. The MSW program specialization is Clinical Social Work Practice.

## Master of Social Work Admission Requirements

- 1) Bachelor's degree from a college or university accredited by a recognized regional accrediting association [*includes degrees recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors*].  
NOTE: Students may apply to the MSW program in their senior year of undergraduate studies, prior to graduating);
- 2) Submission of official transcripts from each attended undergraduate and/or graduate college or university, demonstrating a cumulative grade point average of 3.0 or above (on a 4.0 scale);
- 3) Statement of Purpose (2-4 pages) guidelines available from program;
- 4) Resume that includes educational, work, and volunteer history; two current letters of reference from individuals who are able to address the applicant's personal, professional, and academic capabilities. It is strongly recommended that if an internship was part of the applicant's undergraduate degree program, a recommendation from the internship supervisor be included as a letter of reference (Note: family and friends are not acceptable references).

## Master of Social Work Degree Requirements (60 credits)

The MSW degree requires 60 credits and is a part-time, online program. Students attend courses online year-round in fall, spring, and summer semesters. Students in the "traditional" (non-BSW undergraduate degree) track complete the MSW in 32 months; while students with "advanced standing" (BSW undergraduate degree from CSWE-accredited program) complete the MSW in as few as 16 months.

The Master of Social Work program provides students with a robust learning environment that blends convenience with connectivity. Most coursework is completed asynchronously. Field education (internship) provides students with an opportunity to practice social work skills under the guidance and mentorship of experienced social workers, and these practical experiences allow for program and field instructors to assess students' readiness and development as a professional clinically trained social work practitioner. Field education requires students to attend a limited number of synchronous course sessions via video conference. There are no residency requirements for the online MSW program.

## Student Learning Outcomes for Master of Social Work

Students should be able to:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice

- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

### **Curriculum Plan – Generalist Courses (30 credits)**

SW 600 Social Work Practice with Communities and Organizations

SW 602 Human Behavior and the Social Environment I

SW 604 Diversity and Cross-Cultural Issues

SW 606 Social Welfare Policy

SW 608 Human Behavior and the Social Environment II

SW 610 Social Work Practice with Individuals

SW 612 Field Education Internship and Seminar I

SW 614 Research I: Ways of Knowing

SW 616 Social Work Practice with Families and Groups

SW 618 Field Education Internship and Seminar II

### **Curriculum Plan – Specialization Courses (30 credits)**

SW 620 Advanced Clinical Practice with Individuals

SW 624 Research II: Evaluation of Clinical Social Work Practice

SW 626 Clinical Assessment and Diagnosis

SW 632 Field Education Internship and Seminar III

SW 634 Advanced Clinical Practice with Groups

SW 636 Clinical Practice: Policies and Administration

SW 638 Field Education Internship and Seminar IV S

W 642 Advanced Clinical Practice with Families



### **Specialization Electives (select two)\***

SW 644 \* Trauma in Children and Adolescents

SW 646 \* Trauma in Adults

SW 648 \* Clinical Approaches to Substance Abuse Treatment

SW 650 \* Special Topics in Clinical Social Work Practice

\* Students may select elective in another Regis College graduate online program with faculty advisor approval.

### **Course Descriptions Generalist Curriculum**

SW 600 Social Work Practice with Communities and Organizations (3 credits)

This course encourages students to apply critical thinking, explore different community practice settings, and discuss how social workers serve diverse and vulnerable communities and organizations. The course introduces students to the history, values, theory, processes and skills for generalist social work practice at the level of communities and organizations. The focus of the course is on change in large groups, social agencies, institutions, communities, and government. A special emphasis is on utilizing integrated social work practice to empower oppressed groups including members of racial, ethnic, and other non-dominant groups. Prerequisites: SW 610.

SW 602 Human Behavior and the Social Environment I (3 credits)

This course focuses on the biological, psychological, and social changes throughout the life cycle in the context of culture and the physical environment. Using a multi-dimensional approach, students study major theoretical frameworks in order to evaluate and apply this knowledge to practice with individuals, families, groups, organizations, and communities. This course advances the student's ability to evaluate the roles of oppression, marginalization, power, and privilege in shaping a person's life experiences. Prerequisites: None.

SW 604 Diversity and Cross-Cultural Issues (3 credits)

This course examines and applies the theoretical perspectives of social justice and human rights that inform social work practice. Students study and implement the elements of culturally competent practice and self-assess their own cultural beliefs, attitudes, biases, and behaviors. The dominant values of the larger society are analyzed while examining the impact of privilege, oppression, and social justice in working with culturally diverse populations. Students are introduced to the values, attitudes, strengths, unique needs and lived experiences of diverse populations to broaden and deepen their awareness of cultures and identities outside of their own. Strategies on culturally competent social work practice are discussed. Prerequisites: None.

### SW 606 Social Welfare Policy (3 credits)

This course introduces students to the history of social welfare, the values and principles that shape policy, and the role of social work in policy-making. Students critically analyze social policies and the impact on diverse, underserved, and vulnerable populations. The delivery of social welfare services to individuals, families, communities, and groups are discussed, as well as, the theoretical perspectives that guide policy. This course presents the challenges of various diverse groups and encourages students to reflect on ways to advocate for policies and social welfare programs that promote human rights, social justice and advocate for social change. Prerequisites: None.

### SW 608 Human Behavior and the Social Environment II (3 credits)

This course builds on the knowledge gained in SW 602: Human Behavior and the Social Environment I. Students examine human behavior across the life span and how various social environmental factors influence the developmental process. This course focuses on the stages of development from infancy to late adulthood. Theoretical frameworks related to the physical, emotional, social, spiritual, and cultural development of individuals, families, groups, and communities are analyzed and applied to client systems. Prerequisite: SW 602.

### SW 610 Social Work Practice with Individuals (3 credits)

This course provides students with a foundational understanding of the basic social work practice skills and knowledge. Students will be guided through the generalist planned change process to include developing relationship building skills to engage clients and gather data, assessment, treatment planning with identifying evidenced-based interventions, and implementing outcome evaluation of the interventions, within the context of a strength-based approach. Strategies for cultural competence and working with populations at risk will be presented throughout the course. The bio-psycho-social-spiritual and cultural assessment framework is a central focus of this course. Prerequisites: None.

### SW 612 Field Education Internship & Seminar I (3 credits)

This course is the first half of a two-semester course during which students develop generalist social work skills within a social work agency setting under the supervision of an experienced social worker. The seminar course provides support to the student throughout the field experience. During this course students present agency case examples and are encouraged to share their overall experience of the field education. Areas of ethics, diversity, safety, supervision, legal obligations, and practice skills are discussed. Prerequisites: SW 610, or concurrent enrollment.

### SW 616 Social Work Practice with Families and Groups (3 credits)

This course introduces students to specific theoretical and skills-based core concepts of generalist practice with families and small groups. The course prepares students for engagement, assessment, intervention planning and decision-making for effective and ethical service delivery to diverse families and groups within the context of social systems. Students learn theoretical models that integrate systems and ecological theory, the strengths perspective, and the problem-solving model. Prerequisite: SW 610.

### SW 618 Field Education Internship & Seminar II (3 credits)

This course is the second half of a two-semester course during which students develop generalist social work skills within a social work agency setting under the supervision of an experienced social worker. The seminar course provides support to the student throughout the field experience. During this course students present agency case examples and are encouraged to share their overall experience of the field education. Areas of ethics, diversity, safety, supervision, legal obligations, and practice skills are discussed. Prerequisites: SW 612.

### SW 614 Research I: Ways of Knowing (3 credits)

This course introduces students to the basic concepts and methods of scientific inquiry used in social work practice. This course introduces qualitative and quantitative research design methodologies used in advancing social work knowledge and the evaluation of practice. Students learn to use and translate research evidence to inform and improve practice, policy, and service delivery. Particular attention in the course is given to cultural sensitivity and ethical guidelines for social research. Prerequisites: None.

## **Specialization Curriculum**

### SW 620 Advanced Clinical Practice with Individuals (3 credits)

This advanced clinical course prepares students for direct clinical practice with individuals. The course builds on the generalist-level courses and introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with individual clients in a variety of clinical settings. Particular attention is given to the importance of the therapeutic relationship, ethical decision-making frameworks, and culturally sensitive relational techniques that foster therapeutic alliances with diverse clients. Prerequisites: SW 610, 612, 618.

### SW 624 Research II: Evaluation of Social Work Practice (3 credits)

This specialized course builds on the generalist-level research course with an emphasis on evaluating and advancing clinical practice through single-subject design studies. Quantitative and qualitative methodologies are examined as means to inform social

work research and clinical practice. In conjunction with their field placement, students will design, conduct, and report on a single-subject design study as a part of direct practice for assessing clients, monitoring intervention implementation and delivery, and evaluating client change. Prerequisites: SW 614; Concurrent enrollment in SW 632 or SW 638 is required.

#### SW 626 Clinical Assessment and Diagnosis (3 credits)

This specialized course focuses on the incidence, etiology, and assessment of health and mental health issues among children, adolescents, adults, and families using a holistic bio-psycho-social-spiritual and cultural approach and strengths perspective to evaluate human functioning through the life cycle. The course examines and utilizes the classification systems and theories applied in psychopathology and advanced clinical social work practice to assess and understand diagnostic categories within the DSM and to identify, analyze, and implement empirically based assessment tools. The course emphasizes assessment, advocacy, direct service, and community resources and supports. The course discusses the ethical responsibilities and necessary cultural awareness of an advanced clinical practice social worker. Prerequisites: SW 602, 608, 610.

#### SW 632 Field Education Internship & Seminar III (3 credits)

This specialized course is the first half of a two-semester seminar course that facilitates students' fieldwork learning by providing an environment to critically reflect on the agency experience. Throughout the semester students develop an understanding of professional advanced clinical practice by integrating theory, research, policy, and ethical standards into their agency fieldwork. The purpose of the seminar is to allow students to share their field experiences with the instructor and their peers to enhance professional growth through mutual consultation. The areas of safety, self-care, and mandate reporting are discussed. Prerequisites: SW 612, 618.

#### SW 634 Advanced Clinical Social Work Practice with Groups (3 credits)

This advanced clinical course prepares students for direct clinical practice with groups. The course builds on the knowledge of the generalist-level courses and focuses on the advanced clinical skills necessary for group work practice with clients experiencing a variety of social, emotional, and/or psychological issues. Evidence-based theories, interventions, and techniques used in social work group practice are examined in the context of developing strategies to engage, plan, implement, and facilitate groups across a diversity of practice settings. Prerequisites: SW 616, 612, 618.

#### SW 636 Clinical Practice: Policies and Administration (3 credits)

This specialized course emphasizes current policies, laws, and trends in clinical practice. Students develop knowledge and skills in the roles and functions of social

workers in social work management, administration, and supervision in non-profit and public organizations. This course provides opportunities for students to build the necessary skills to become effective service providers and change agents in the context of their work in social service organizations. Prerequisite: SW 612, 618.

#### SW 638 Field Education Internship & Seminar IV (3 credits)

This specialized course is the second half of a two-semester seminar course that facilitates students' fieldwork learning by providing an environment to critically reflect on the agency experience. Throughout the semester students develop an understanding of professional advanced clinical practice by integrating theory, research, policy, and ethical standards into their agency fieldwork. The purpose of the seminar is to allow students to share with the instructor and their peers, client case studies and receive professional supervision and consultation. The areas of safety, self-care, and mandate reporting are discussed. The importance of continued learning post-graduation is a focus in the course as an ethical requirement for professional growth and development. Prerequisite: SW 632.

#### SW 642 Advanced Clinical Practice with Families (3 credits)

This advanced clinical course prepares students for advanced clinical practice with families. The course builds on the knowledge of the generalist-level courses and introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with families in a variety of clinical settings. The course pays particular attention to interventions and skills in helping families overcome issues such as trauma, oppression, and social and economic injustices while also focusing on the unique experiences that shape the lives and development of family systems. Prerequisites: SW 616, 612, 618.

#### SW 644 Trauma in Children and Adolescents (3 credits)

This course prepares students for clinical practice with traumatized child and adolescent populations from diverse backgrounds. The course introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with traumatized children and adolescents in a variety of clinical settings. Theoretical and practical approaches to treatment of chronic stress, acute stress and trauma-related stress disorders specific to children and adolescents are examined with the goal of advancing students' knowledge of best practices. In addition, special attention is given toward recognizing secondary traumatization and implementing self-care strategies. Prerequisites: SW 602, SW 608, SW 610, SW 616 or permission of MSW program director.

### SW 646 Trauma in Adults (3 credits)

This course prepares students for clinical practice with traumatized adult and older adult populations from diverse backgrounds. The course introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with traumatized adults in a variety of clinical settings. The course pays particular attention to trauma theory and skill development specific to the engagement, assessment, diagnosis, and treatment of adult populations, their families, and larger communities who have been exposed to potentially traumatizing experiences. Prerequisites: SW 602, SW 608, SW 610, SW 616, or permission of MSW program director.

### SW 648 Clinical Approaches to Substance Abuse Treatment (3 credits)

This course is designed with a major focus on developing competence in applying social work principles, critical thinking, and effective assessment and treatment skills with persons who abuse substances. Significant attention will be placed on familiarizing students with the field of substance use through specific components of effective substance use counseling. These include exploration of current research regarding the effects of substance use, addiction theory and critical examination of various treatment models used in substance use counseling. Students will be introduced to validated screening/assessment tools, evidence-based treatment models, help-seeking patterns and barriers to treatment for diverse groups. Prerequisites: SW 602, SW 608, SW 610, SW 616, or permission of MSW program director.

### SW 650 Special Topics in Clinical Social Work Practice (3 credits)

This specialized elective course offers students the opportunity to examine a specific clinical area of social work practice working closely with a member of the social work faculty on issues and concerns important to the social work profession not ordinarily covered in other courses. The subject matter of the course will relate to the students' practice interests. Prerequisites: SW 612, SW 618, or permission of MSW program director.

## THE SCHOOL OF NURSING

The associate and baccalaureate nursing programs prepare individuals for professional practice as registered nurses. The programs integrate study in the liberal arts and sciences with professional nursing education and lead to the associate or the Baccalaureate of Science degree in nursing. Students have diverse clinical experiences within the greater Boston area. The associate degree program prepares the beginning



nurse to provide care for clients in such diverse structures as primary, secondary, and tertiary care settings. The baccalaureate degree programs prepare beginning professional nurses to provide care to clients in a wide variety of health care settings. The nursing programs are approved by the Massachusetts Board of Registration in Nursing and are accredited by the Accreditation Commission for Education in Nursing (ACEN).

## **ASSOCIATE OF SCIENCE IN NURSING (AS)**

Nancy Phoenix Bittner, PhD, RN

In collaboration with Lawrence Memorial Hospital of the Melrose Wakefield Healthcare, Regis awards an Associate of Science with a major in nursing. For more information about this program, see the Lawrence Memorial/Regis College Nursing Program website, [www.lmregis.org](http://www.lmregis.org). Admission information for the Associate Degree Program can be found on this website. All graduates of the LM/RC Nursing program have the opportunity to attend the Bachelor's Completion program in nursing.

### **Student Learning Outcomes for LM/RC Nursing Program**

Students should be able to:

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



## Associate of Science with a Major in Nursing/Degree Requirements

### Year 1 Credits

#### Semester I—15 weeks

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

#### Semester II—15 weeks

BI 106 Anatomy & Physiology II/Lab	4
PS 233 Introduction to 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 404 Concepts & Challenges for Professional Practice +	3
NU 202 Comprehensive Nursing Practice	11

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

+ NU 404 may be taken at any time after the completion of the NU 102 nursing course.

++ID 304 must be taken prior to or concurrent with NU 201.

\*EN 105, EN 106, MA 210, and SO 201 may be taken at any time prior to graduation.

For a more detailed description including prerequisites, see the Lawrence Memorial/Regis College Nursing Program website at [www.lmregis.org](http://www.lmregis.org).

# **BACHELOR OF SCIENCE IN NURSING PROGRAM**

Mary Lou Cullen, Associate Dean of Pre-Licensure Nursing; Meaghan Cyganik, Assistant Dean of Pre-Licensure Nursing; Erin Waldron, Undergraduate Program Director; Michelle Cook, ABS 16 month and 24 month Programs Director

The School of Nursing is an integral component of Regis and has been designated three consecutive times as a Center of Excellence in Nursing Education by the National League for Nursing. The faculty is committed to excellence in scholarship, service, and teaching.

## **Philosophy**

In concurrence with the mission of Regis, the nursing faculty accepts the responsibility of providing an environment in which the learner can gain a breadth of knowledge in the humanities, natural sciences, and social sciences, as well as an in- depth understanding of one sector of learning. The faculty believes that by fostering professional growth, they encourage the student to become a positive influence on the nursing profession and society.

The Nursing faculty is committed to the education of nurses from the undergraduate through the graduate levels. The faculty believes that multiple levels of nursing practice exist. The Nursing programs at Regis provide the structure for multiple entry and exit points along the continuum of the nursing profession beginning with the associate degree and continuing through the master's and doctorate degrees. The programs build a solid foundation for future endeavors in professional development and educational mobility. The Nursing faculty believe in the central concepts of the discipline of nursing are person, environment, health, and nursing. These four concepts are viewed generically. The concept of person may refer to individuals, families, groups, communities, organizations, or society as a whole. The person is a unique biopsychosocial, cultural, and spiritual being who continuously interacts with the environment throughout the lifespan. Every person has inherent dignity, worth, and individuality, and a right to comprehensive, compassionate health care.

Environment refers to all the conditions, circumstances, and influences surrounding and affecting the development of the person. It refers to all possible internal and external stimuli that may influence behavior and adaptation. It may be considered past, present, and future, but is always seen in the context of the present. Health is a dynamic state of being and becoming integrated and whole in which the individual adapts to changes in the environment. Nursing, as an art and science, is a developing system of knowledge about persons, health, and their environment.

Further, nursing is unique in the way it synthesizes the liberal arts and the physical, biological, and social sciences through the use of nursing process in the design and delivery of therapeutic nursing interventions for individuals, families, groups, the community, and society.

The concepts of adaptation, nursing process, and professional role explain the relationships and interactions between and among person, environment, health, and nursing. Adaptation is a dynamic process by which the person responds to stimuli in the environment while maintaining personal integrity.

The adaptive potential of the person involves flexible adaptation, stability, growth, and change. Nursing promotes adaptation through the systematic, deliberate, intellectual application of the nursing process. Professional role encompasses caring, teaching, advocacy, leadership, management, and research. Therapeutic nursing intervention, critical thinking, and communication are instruments used to promote adaptation, implement the nursing process, and develop the professional role. They also provide a framework for program outcome assessment. Nursing education provides the opportunity for the student to learn the art of caring based on a scientific body of knowledge that gives direction to nursing practice. Through the curriculum, the student learns to value a holistic approach to the individual, recognizing the person's capacity to participate in decision making and to make informed choices.

Through a sequence of planned theoretical and clinical experiences, including student self-evaluation and faculty feedback, the student is prepared to assume the role of a professional nurse.

Learning is a continuous, lifelong process that guides the learner in the acquisition of knowledge and the development of values and beliefs about people and their needs in an ever-changing society. Learning is the active process of acquiring knowledge, skills, values, attitudes, and abilities that result in behavioral change. The student learns best in an environment that fosters open communication and mutual respect. Such an environment motivates and encourages participation in the educational process. The climate of an academic setting offers opportunities to become more reflective, compassionate, caring, and socially responsible.

## **Admission Policies**

The Nursing program admits students into the undergraduate pre-licensure program in one of three ways: 1) direct acceptance as a freshmen, 2) admission as a current Regis undergraduate student, or 3) admission as an undergraduate transfer student.

### **Admission as Direct Acceptance as a First year**

Direct acceptance candidates are those freshmen applicants who, based upon high school GPA and SAT scores, are accepted directly into the Nursing major as freshmen. In order to maintain their direct acceptance status, students must meet the basic admission requirements to the Nursing program.

### **Admission as a Current Regis Undergraduate Student**

Current Regis first-year undergraduate students must apply for entry into the Nursing program at the start of the spring semester of their freshmen year.

Admission to the Nursing program as a current Regis undergraduate is on a space-available basis. Students will be provisionally accepted into the Nursing program at the end of the freshmen year with final acceptance into the major at the end of the fall semester of the sophomore year. Students must meet the basic admission requirements to the Nursing program.

### **Admission as an Undergraduate Transfer Students**

Admission to Regis as an undergraduate transfer student does not guarantee admission into the Nursing program. Admission to the Nursing program as a transfer student is on a space-available basis. Students seeking to enter the Nursing program as transfer students must complete the following steps: 1) apply and be accepted to Regis through the standard transfer admission process; 2) complete one full semester at Regis (the Nursing admission residency requirement); 3) apply to the Nursing program; and 4) meet the basic admission requirements to the Nursing program.

### **Basic Admission Requirements to the Nursing Program**

The admission decision will be based primarily on the student's grade point average to date, with particular attention to the quality of performance in ID 230 Interdependence of Health Professions in the US, NU 305 Foundations of Nursing Practice, and in Regis prerequisite 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 (GPA).
2. Have an overall combined GPA of at least a 3.0 or higher in the following sciences: BI 105 Anatomy & Physiology I; BI 106 Anatomy & Physiology II; BI 108 Microbiology; BI 212 Pathophysiology; and CH 105 Introto Chemistry, Nursing.
3. A grade of at least a B- (2.7) or higher in each of the following courses: ID 230 The Interdependence of Healthcare Professions in the US and NU 302 Essentials of Nursing. All other non-nursing prerequisite course grades must be a C (2.0) or higher.

4. Have an interview with the associate dean for undergraduate nursing or designee. Other requirements for admission also apply. For a full explanation, contact the School of Nursing or see the Nursing Handbook Addenda.
5. Students should review the 2021-2022 Nursing Handbook Addenda, available September 1, 2021, for current prerequisite requirements.

### **Student Learning Outcomes for the Bachelor of Science Nursing Program**

Upon Completion of the Bachelor of Science in Nursing Program, students will be able to:

- Apply established and evolving disciplinary nursing knowledge (including a foundation in liberal arts, natural and social sciences), to form the basis for clinical judgements and innovation in nursing practice.
- Provide person-centered care, which is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based and focuses on the individual, family, and/or significant others.
- Provide care that spans the healthcare delivery continuum to include disease prevention, health promotion, and treatment management of populations.
- Analyze nursing knowledge to improve health for individuals, families, communities, and populations.
- Implement established and emerging principles of safety to enhance quality and minimize risk of harm to patients and providers.
- Participate in Intentional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and strengthen outcomes.
- Apply knowledge of the complexity of health care systems and social determinants to provide safe, quality, equitable care to diverse populations.
- Demonstrate competency in information and communication technologies to provide care, gather data, and expand knowledge to manage and improve the delivery of safe, high-quality care.
- Demonstrate attributes of professionalism consistent with moral, altruistic, ethical, legal, and humanistic principles.
- Engage in activities and self-reflection that foster personal health, resilience, and lifelong learning that leads to nursing expertise and the assertion of leadership

### **Baccalaureate Degree Requirements and Course Schedule Curriculum Plan**

All nursing courses must be taken in sequence as outlined in the curriculum plan.

#### **Year 1, Fall**

#### **Credits**

First-Year Seminar

3

EN 105 Writing Seminar

3

BI 105 Anatomy and Physiology I/Lab	4
SP 100 Spanish for Health Professionals	3
Philosophy	3
Total	16

### **Year 1, Spring**

First-Year Seminar - linked core	3
BI 106 Anatomy and Physiology II/Lab	4
EN 106 Critical Reading, Thinking, and Writing	3
ID 230 Interdependence of Healthcare Professions in the U.S.	3
CH 105 Introductory Chemistry: Nursing/Lab	4
Total	17

### **Year 2, Fall**

BI 108 General Microbiology	4
NU 305A Foundations of Nursing Practice	3
PS 233 Intro to Human Development	3
BI 212 Pathophysiology	3
SO 201 Intro to Sociology	3
Total	16

### **Year 2, Spring**

NU 304A Health Assessment	3
NU 324A Professional Nursing/Clinical	8
NU 322A Clinical Pharmacology 1	2
NUTR 205A Nutrition Along the Health Continuum	3
Total	16

**Year 3, Fall**

NU 321A Nursing Care of the Aging Adult	3
ID 304 Ethics	3
NU 325A Acute Care Nursing/Clinical	8
NU 323A Clinical Pharmacology II	2
Total	16

**Year 3, Spring**

NU 333A Psychiatric/Mental Health Nursing/Clinical	6
NU 340A Community Nursing/Clinical	6
MA 210 Statistics	3
<b>Total</b>	<b>15</b>

**Year 4, Fall**

NU 347A Maternal Child/Family Nursing/Clinical	8
NU 403A Evidence for Clinical Practice	3
Religious Studies	3
Total	14

**Year 4, Spring**

NU 345A Complex Care Nursing	6
History or Literature	3
NU Major Elective	3
Elective	3
Total	15
<b>Total Credits</b>	<b>125</b>

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



# ACCELERATED BACHELOR IN NURSING FOR STUDENTS HOLDING A PREVIOUS NON-NURSING BACHELOR DEGREE

Michelle Cook, Program Director

## The Program

The purpose of the Accelerated BS in Nursing at Regis is to prepare college graduates with a non-nursing baccalaureate degree to sit for the Registered Nurse license examination. Students in this program are eligible to sit for the NCLEX after 16 months. The program has a fall and spring start annually. The student will be awarded a BS degree in nursing at the end of the 16 months. This is a full-time program with a combination of day and evening courses.

## Admission Prerequisites

All prerequisites need not be completed at the time of application but are required prior to beginning the program. Prerequisite science courses must be completed at regionally accredited U.S. post-secondary institutions taken within seven years prior to the application deadline. Prerequisite courses are accepted from any accredited two or four year institution.

## Successful completion of the following prerequisites:

Anatomy & Physiology I & II, Microbiology, Chemistry I & II (or CH 105), Statistics, and Human Growth and Development

Required courses must be taken in sequence.\*

Year 1, Semester 1	Credits
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NU 320B Clinical Pharmacology I	3
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NU 304B Health Assessment	3
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NU 324B Professional Nursing (Clinical)	8
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## Year 1, Semester 2

BI 212 Pathophysiology or may take

NU 606 Advanced Pathophysiology (with permission)	3
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NU 321B Nursing Care of the Aging Adult, Summer II	3
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NU 325B Acute Care Nursing (Clinical), Summer I and II	8
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### **Year 1, Semester 3**

NU 333 Psychiatric/Mental Health Nursing (Clinical)	6
NU 347 Maternal Child Health Nursing	8

### **Interession**

NU 601 Nursing Theory	3
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### **Year 2, Semester 4**

NU 340B Community Health Nursing (Clinical)	6
NU 345B Complex Care Nursing (Clinical)	6
NU 631 Scientific Inquiry for Evidence-Based Practice	3
Total credits	60

\*Sequencing of courses is subject to change.

## **24 Month BSN Program for Students Holding a Previous Non-Nursing Bachelor's Degree**

Michelle Cook, Program Director

### **The Program**

The purpose of the 24 Month BS in Nursing at Regis is to prepare college graduates with a non-nursing baccalaureate degree to sit for the Registered Nurse license examination. Students in this program are eligible to sit for the NCLEX after 24 months. The program has a Fall start and the didactic components of the program are offered online with clinicals and lab/simulation requirements offered on the Weston campus. The student will be awarded a BS degree in nursing at the end of the 24 months.

### **Admission Prerequisites**

All prerequisites need not be completed at the time of application but are required prior to beginning the program. Prerequisite science courses must be completed at regionally accredited U.S. post-secondary institutions taken within seven years prior to the application deadline. Prerequisite courses are accepted from any accredited two or four year institution.

**Successful completion of the following prerequisites:**

Anatomy & Physiology I & II, Microbiology, Chemistry I & II (or CH 105), Statistics, and Human Growth and Development.

Required courses must be taken in sequence.\* Sequencing of courses is subject to change.

<b>Year 1, Semester 1</b>	<b>Credits</b>
NU 320E Clinical Pharmacology I	3
NU 304E Health Assessment	3
BI 212E Pathophysiology	3
<b>Year 1, Semester 2</b>	
NU 324E Professional Nursing (Clinical)	8
<b>Year 1, Semester 3</b>	
NU 325E Acute Care Nursing (Clinical)	8
NU 605E Nursing Leadership	
<b>Year 2 Semester 1</b>	
NU 333E Psychiatric/Mental Health Nursing (Clinical)	6
NU 340E Community Health Nursing (Clinical)	6
<b>Year 2, Semester 2</b>	
NU 347E Maternal Child Health Nursing	8
NU 321E Nursing Care of the Aging Adult, Summer II	3
<b>Year 2, Semester 3</b>	
NU 345E Complex Care Nursing (Clinical)	6
NU 403E Nursing Research	3
Total credits	60

# **LAWRENCE MEMORIAL/REGIS COLLEGE (LM/RC) BS COMPLETION PROGRAM**

Sharon Higgins, Associate Dean

The BS in Nursing for LM/RC students and graduates is for those holding a BA or BS in a non-nursing field and those who do not hold a degree, other than the LM/RC associate degree.

## **The Program**

The LM/RC BS Completion program is designed specifically for LM/RC students and graduates to continue their education for professional and personal growth. Students are able to participate once they have successfully completed their second nursing course (NU 102). The registered nurse associate degree graduate will earn the baccalaureate with a major in nursing.

## **Pathway I**

Pathway I is for LM/RC students and graduates who have a non-nursing bachelor degree.

NU 304 Health Assessment (3 credits)

NU 321 Nursing Care of Aging or NU 402 Informatics for Nurses (3 credits)

NU 403 Evidence for Clinical Practice (3 credits)

Prerequisites for NU 510: NU 403

NU 404 Concepts and Challenges in Professional Practice is required for graduates who did not complete either ID 211 or NU 404 as a 3-credit course.

Informatics for Nurses (may be taken at the graduate tuition rate per credit)

## **Pathway II**

Pathway II is for LM/RC students and graduates who do not have a previous bachelor degree. Students bring to Regis 73 credits from their LM/RC associate degree, but may bring as many as 90 credits, if all were completed prior to completing the associate degree. The following would need to be completed to meet the core requirements of Regis and graduate with a Bachelor of Science degree with a major in nursing.

## **Core Courses**

- Social Science (3 credits)
- Religion (3 credits)
- History or Literature (3 credits)
- Philosophy (3 credits)
- Expressive Arts (3 credits)
- Elective (3 credits)

## **Nursing Courses and Elective Courses**

- NU 304 Health Assessment (3 credits)
- NU 321 Nursing Care of the Aging Adult (3 credits)
- NU 402 Informatics for Nurse (3 credits)
- NU 403 Evidence for Clinical Practice (3 credits)
- NU 510 Community-Based Nursing (6 credits) (must have RN license)
- PBH 200 Introduction to Public Health
- PBH 206 Introduction to Global Health
- Elective 200 level or above (3 credits)
- Elective 200 level or above (3 credits)

\*Electives must be Regis courses at a 200 level or higher and must be nursing and/or public health/public policy related

Total: 121 credits

## **GRADUATE NURSING PROGRAM**

Sharon Higgins , Associate Dean of Graduate Nursing, Weston; , Michele Pedulla, Associate Dean of Online Graduate Nursing; Brooke Hamilton, Assistant Dean of Online Graduate Nursing

### **Purpose**

The purpose of the Graduate Nursing Programs at Regis is to prepare professional nurses as specialists with advanced knowledge in nursing leadership and advanced nursing practice. The Graduate Nursing Program becomes the foundation for further preparation for studies in the Doctor of Nursing Practice or other doctoral-level programs. The Graduate Nursing Program at Regis subscribes to and functions within the stated mission and goals of Regis and is based on the belief that the liberal arts and nursing education provide essential preparation for a variety of roles within the nursing profession. The Graduate Nursing Program at Regis College is accredited by Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404.975.5000; Website: [www.acenursing.org](http://www.acenursing.org).

## Philosophy

The Nursing programs are an integral component of Regis. Founded upon the ideals expressed in the Gospel of Jesus Christ and dedicated to the exploration of religious traditions, Regis is committed to excellence in scholarship and service. In concurrence with the mission of Regis, the Nursing faculty accept the responsibility of providing an environment in which the learner can gain a breadth of knowledge in the humanities, natural sciences, and social sciences, as well as an in-depth understanding of one sector of learning. The faculty believe that by fostering professional growth, they encourage the student to become a positive influence on the nursing profession and society.

The Nursing faculty are committed to the education of nurses from the undergraduate through the graduate level. The faculty believes that multiple levels of nursing practice exist. The Nursing programs at Regis College provide the structure for multiple entry and exit points along the continuum of the nursing profession beginning with the associate degree and continuing through the master's and doctorate degrees. The programs build a solid foundation for future endeavors in professional development and educational mobility.

The Nursing faculty believe the central concepts of the discipline of nursing are person, environment, health, and nursing. These four concepts are viewed generically. The concept of a person may refer to individuals, families, groups, communities, organizations, or society as a whole. The person is a unique biopsychosocial, cultural, and spiritual being who continuously interacts with the environment throughout the lifespan. Every person has inherent dignity, worth, and individuality, and a right to comprehensive, compassionate health care. Environment refers to all the conditions, circumstances, and influences surrounding and affecting the development of the person. It refers to all possible internal and external stimuli that may influence behavior and adaptation. It may be considered past, present, and future but is always seen in the context of the present. Health is a dynamic state of being and becoming integrated and whole in which the individual adapts to changes in the environment. Nursing, as an art and science, is a developing system of knowledge about persons, health, and their environment. Further, nursing is unique in the way it synthesizes the liberal arts and the physical, biological, and social sciences through the use of nursing process in the design and delivery of therapeutic nursing interventions for individuals, families, groups, the community, and society.

The concepts of adaptation, nursing process, and professional role explain the relationships and interactions between and among person, environment, health, and nursing. Adaptation is a dynamic process by which the person responds to stimuli in the environment while maintaining personal integrity.

The adaptive potential of the person involves flexible adaptation, stability, growth, and change. Nursing promotes adaptation through the systematic, deliberate, intellectual application of the nursing process. Professional role encompasses caring, teaching, advocacy, leadership, management, and research. Therapeutic nursing intervention, critical thinking, and communication are instruments used to promote adaptation, implement nursing process, and develop a professional role. They also provide a framework for program outcome assessment.

Nursing education provides opportunity for the student to learn the art of caring based on a scientific body of knowledge that gives direction to nursing practice. Through the curriculum, the student learns to value a holistic approach to the individual, recognizing the person's capacity to participate in decision making and to make informed choices. Through a sequence of planned theoretical and clinical experiences, including student self-evaluation and faculty feedback, the student is prepared to assume the role of a professional nurse. Learning is a continuous, lifelong process that guides the learner in the acquisition of knowledge and the development of values and beliefs about people and their needs in an ever-changing society. Learning is the active process of acquiring knowledge, skills, values, attitudes, and abilities that result in behavioral change. The student learns best in an environment that fosters open communication and mutual respect. Such an environment motivates and encourages participation in the educational process. The climate of an academic setting offers opportunities to become more reflective, compassionate, caring, and socially responsible.

### **Overview of the Graduate Program in Nursing**

The Master of Science degree program in Nursing at Regis builds on baccalaureate education as the appropriate foundation for graduate education in nursing. Persons awarded the master's degree are prepared as nurse administrators, clinical nurse leaders 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 Master of Science in Nursing curriculum offers several entry points and is built upon an advanced practice curriculum. It is designed for the nurse practitioner or advanced practice nursing leader.

The Young School of Nursing 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 a master's degree. 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, acute care, or psychiatric/mental health clients
3. clinical nurse leader

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.

Please refer to the Graduate Nursing Handbook Addenda and the Graduate Nursing Manual: MS Clinical Guidelines and DNP Project Guidelines for policies specific to graduate nursing.

The policies and practices presented in either document are subject to annual review and revision but may be updated more frequently as necessary. Regis College reserves the right to change the policies and procedures contained in the handbook on an as-needed basis and notify the students accordingly. These policies take precedence over the general college policies within this catalog.

### **Student Learning Outcomes for Master Level Nursing Programs**

Students should be able to:

- Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.
- Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings.
- Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.
- Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence-based practice to advance the nursing profession.
- Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society.
- Synthesize the leadership and management roles of the nurse leader or advanced

- practice nurse in meeting health needs and nursing goals in all settings.
- Maximize responsibility for continued learning and professional development.
- Evaluate the dynamic forces and issues within the health care delivery system to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting.
- Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

## **GRADUATE PROGRAM TRACK/SPECIALTIES**

All graduate nursing program tracks at the master level require four core courses:

- NU 601 Nursing Theory
- NU 605 Concepts in Nursing Leadership
- NU 631 Scientific Inquiry for Evidence-Based Practice
- HP 609 Health Policy, Politics, and Perspectives

### **MASTER IN CLINICAL NURSE LEADER (CNL) PROGRAM\*\*\*\***

Valerie Hunt , Director, Clinical Nurse Leader Program-Weston; Sharon Higgins , Associate Dean of Graduate Nursing-Weston

The Clinical Nurse Leader (CNL) is an advanced nursing generalist responsible for overseeing clinical care and outcomes for a group of patients at the point of care (AACN, 2013). The Master in CNL Program is designed to prepare baccalaureate nurses with advanced competencies to provide clinical leadership across the continuum of care in any health care setting. Graduates of the CNL program are eligible to sit for the CNL Certification Examination offered by the Commission on Nurse Certification. Applicants for the CNL program must be part of an academic-service partnership with Regis College School of Nursing and be admitted as part of a cohort.

Course work for CNL students reflects national recommendations and requirements. Students will take courses in three areas: graduate nursing core courses designed for all students in a Master Degree in Nursing program; courses for the graduate level nurse providing direct care; and a combination of course work and learning experiences specific to the role of the CNL. Shared course work with students in the School of Health Sciences provides CNL students with important inter-professional learning opportunities. The final two semesters include a CNL Role Class and a CNL Clinical Immersion course requiring a total of 400 clinical hours for leadership mentoring, clinical practice, and completion of a capstone project.

### Three Graduate Nursing Core Courses

- NU 601 Nursing Theory (3 Credits)
- NU 605 Concepts of Nursing Leadership (3 Credits)
- NU 631 Scientific Inquiry for Evidence-Based Practice (3 Credits) (NU601 prerequisite)

### Four Specialty Courses

- NU 606 Advanced Pathophysiology (3 Credits)
- NU 629 Health Promotion and Disease Prevention (NU 606 recommended prerequisite) (3 Credits)
- NU 641 Advanced Pharmacology (3 Credits)
- NU 650 Advanced Health Assessment (3 Credits)

### Three Inter-Professional Courses –School of Health Sciences

- HP 608 Health Care Quality Management (3 Credits)
- HP 609 Health Policy, Politics, and Perspectives (3 Credits)
- HP 635 Health Information Systems

### Two Clinical Nurse Leader Courses

- NU 657 CNL Role Class (75 clinical hours) (3 Credits)
- NU 658A CNL Capstone: Clinical Immersion (300 clinical hours) (6 Credits)

The Regis College CNL program is intended for individuals who already hold a Bachelor Degree in Nursing. Graduate courses taken at other accredited institutions prior to admission may be considered for a maximum of six transfer credits. The part-time plan of study requires a total of 39 credits for graduation. Students are admitted in a cohort, usually a group of 15 or more RNs, and progress through the program with their cohort peers. The average program length is approximately 3 – 3 1/2 years. Classes are typically held on a weekday evening at the practice partnership site with on-line assignments in between.

\*\*\*\*Regis CNL Program Requires Academic-Service Partnership- Students are admitted only if hospital/place of employment is an affiliating clinical partner of Regis School of Nursing\*\*\*\*

## **Prerequisites**

Statistics

## **Three- and 1/2-Year Sample CurriculumYear 1**

### **Fall Semester**

NU 605 Concepts of Nursing Leadership

**Credits**

3

### **Spring Semester**

HP 608 Health Care Quality Management

3

### **Summer Session I**

HP 609 Health Policy, Politics, & Perspectives

3

### **Summer Session II**

NU 601 Nursing Theory

3

## **Year 2**

### **Fall Semester**

NU 606 Advanced Pathophysiology

3

### **Spring Semester**

NU 631 Scientific Inquiry for Evidence-Based Practice

3

### **Summer I**

NU 650 Advanced Health Assessment

3

### **Summer II**

NU 629 Health Promotion/Disease Prevention

3

## **Year 3**

### **Fall Semester**

HP 635 Health Information Systems

3

### **Spring Semester**

NU 641 Advanced Pharmacology

3

### Summer III

NU 657 CNL Role Class: Introduction to CNL Practice (75 clinical hours)	3
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### Year 4

#### Fall Semester

NU 658A CNL Capstone: Clinical Immersion (300 clinical hours)	6
Total	39

## NURSING LEADERSHIP/HEALTH ADMINISTRATION TRACK

Valerie Hunt, Program Director-Weston; Sharon Higgins, Associate Dean of Graduate Nursing-Weston

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: the three core courses; the following specialty courses HP 601, HP 608, HP 611, HP 614, HP 622, NU 605, NU 612, NU 623, NU 627; an informatics elective; and includes eighty hours of fieldwork and eighty hours of clinical/leadership mentorship.

Graduate courses taken at other accredited institutions prior to admission may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important that the student meet with a graduate advisor or student support service to develop a personal curriculum plan as the sequencing of courses can impact the time to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

### Prerequisites

Statistics

Two-Year Sample Curriculum	Credits
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#### Year 1, Summer Session I

NU 605 Concepts of Nursing Leadership	3
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#### Summer Session II

NU 601 Nursing Theory	3
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### **Fall Semester**

HP 622 Economics of Health Care	3
NU 631 Scientific Inquiry for Evidence-Based Practice	3

### **Spring Semester**

NU 612 Organization and Structure in Nursing Leadership	3
Informatics Elective	3

### **Summer Session I**

HP 601 Health Ethics and the Law	3
HP 609 Health Policy, Politics, and Perspectives	3

### **Summer Session II**

NU 623 Regulatory Issues in Nursing Leadership	3
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### **Year 2, Fall Semester**

HP 608 Health Care Quality Management	3
HP 611 Management Accounting in Health Care	3

### **Spring Semester**

NU 627 Mentorship in Nursing Leadership	3
HP 614 Financial Analysis in Health Administration	3

<b>Total</b>	<b>39</b>
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## **NURSING LEADERSHIP/ HEALTH INFORMATICS TRACK**

Valerie Hunt, Program Director- Weston; Sharon Higgins, Associate Dean of Graduate Nursing-Weston

The MS in Nursing Leadership and Health Informatics is designed for nurses seeking a career working in the field of health informatics. Employment post-graduation typically involves working as a nurse informaticist in a provider, vendor, insurance, biotech, or public health setting. Students earn the MS-NL/HI degree after completing a minimum of

14 courses: 8 core nursing leadership courses, 4 core informatics courses, and 1 capstone or mentorship course of independent study (100 hours of mentorship).

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 (100 hours), capstone project, or a thesis. This combination of coursework produces a wide range of learning outcomes. Students develop technical skills in database design and development and the ability to transform data into clear, actionable nursing information and knowledge. They cultivate leadership and managerial skills in multidisciplinary teams to plan for and resolve evidenced- based health issues, articulating informatics as a core strategy to enhance, coordinate, and improve outcomes of care. The graduate program in Nursing Leadership/Health Informatics includes 110 hours of fieldwork and 100 hours of mentorship.

Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, graduate advisor or program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during evenings, on weekends, and online to accommodate working professionals.

## **Prerequisites**

### **Statistics**

## **Two-Year Sample Curriculum**

### **Year 1, Summer Session I**

### **Credits**

HP 601 Health Ethics and Law

3

Informatics Core Course (HP 635 Health Information Systems suggested)

3

### **Summer Session II**

NU 601 Nursing Theory

3



**Fall Semester**

NU 605 Concepts of Nursing Leadership 3

HP 622 Economics in Health Care 3

**Spring Semester**

NU 612 Organization and Structure in Nursing Leadership 3

HP 608 Health Care Quality Management 3

**Year 2****Summer Session I**

HP 609 Health Policy, Politics, and Perspectives 3

NU 631 Scientific Inquiry for Evidence-Based Practice 3

**Summer Session II**

NU 623 Regulatory Issues in Nursing Leadership 3

**Fall Semester**

HP 638 Strategic Leadership in Health Informatics 3

HP 643 Database Design and Development 3

**Spring Semester**

HP 641 Mentorship 3

NU 710 Informatics in Health Care 3

Total 42

# NURSING LEADERSHIP/ REGULATORY AND CLINICAL RESEARCH MANAGEMENT TRACK

Valerie Hunt, Program Director-Weston; Sharon Higgins, Associate Dean of Graduate Nursing-Weston

The program in Nursing Leadership/Regulatory and Clinical Research Management is designed to prepare baccalaureate nurses for leadership roles in clinical affairs or medical product regulation. Students in this track earn a master of Science degree in Nursing Leadership & Regulatory and Clinical Research Management.

Students in the MS program must satisfactorily complete fourteen courses at Regis College, including the following specialty courses: HP 601, HP 622, NU 605, NU 612, NU 623, NU 627, RA 601, RA 602A, and RA 608, RA 609, and RA 616 for the Clinical Research Management Track; and RA 603A, RA 604A, and RA 615 for the Regulatory Management Track.

Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, Graduate advisor, or program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the evenings and on weekends to accommodate working nurses.

## Prerequisites

### Statistics

## Two-Year Sample Curriculum

### Year 1, Summer Session I

### Credits

HP 622 Economics of Healthcare	3
RA 601 Overview of the Medical Product Industry	3

### Summer Session II

NU 601 Nursing Theory	3
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### **Fall Semester**

NU 605 Concepts of Nursing Leadership 3

RA 602A Overview of FDA Regulation 3

### **Spring Semester**

NU 612 Organization and Structure in Nursing Leadership 3

HP 609 Health Policy, Politics, and Perspectives 3

### **Summer Session I and II**

NU 631 Scientific Inquiry for Evidence-Based Practice 3

HP 601 Health Ethics and the Law 3

### **Year 2**

#### **Fall Semester**

Choose one of the following:

RA 608 Clinical Research Methods 3

RA 609 Clinical Trial Management 3

RA 616 Project Management 3

NU 623 Regulatory Issues in Nursing Leadership 3

#### **Spring Semester**

Choose one of the following:

RA Clinical Research Methods 3

RA 609 Clinical Trial Management 3

RA 616 Project Management 3

NU 627 Mentorship in Nursing Leadership 3

Total 42

# **NURSING LEADERSHIP/ HEALTH POLICY TRACK**

Mary Ann Hart and Valerie Hunt, Program Co-Directors- Weston; Sharon Higgins, Associate Dean of Graduate Nursing-Weston

The Nursing Leadership & Health Policy master's degree is designed to prepare baccalaureate nurses for leadership roles in health policy and politics. Nurses pursuing this degree will learn about the current policy issues impacting nursing and health care, how policy is made, and how to lead and influence the development of health policy through effective advocacy in the political process. Core nursing leadership courses are offered at Regis College. The three health policy concentration courses are offered at Brandeis University through the Heller School of Social Policy and Management. All courses are offered at the Regis College tuition rate.

Students in this track earn a Master of Science degree in Nursing Leadership & Health Policy. Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, Graduate advisor, or the program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during evenings, on weekends, and online to accommodate working nurses.

## **Nine Nursing Leadership Core Courses**

- NU 601 Nursing Theory (3 Credits)
- NU 605 Concepts of Nursing Leadership (3 Credits)
- HP 609 Health Policy, Politics, and Perspectives (3 Credits)
- NU 612 Organization and Structure in Nursing Leadership (3 Credits)
- NU 623 Regulatory Issues in Nursing Leadership (3 Credits)
- NU 631 Scientific Inquiry for Evidence-Based Practice (3 Credits); Prerequisite HP 601 Health Ethics and Law
- HP 608 Health Care Quality Management (3 Credits)
- HP 622 Economics of Health Care (3 Credits)

## **Concentration Courses**

- HS 513A Issues in National Health Policy (co-registration with Brandeis University Heller School))
- H 521A Approaches to Political and Organizational Analysis (co-registration with Brandeis University Heller School)
- Graduate elective, selected from Health Policy Course offerings.

## **Mentorship Requirement**

- NU 627 Mentorship in Nursing Leadership (3 Credits)
- Total credits = 39 credits

## **NURSE PRACTITIONER TRACK**

Michele Pedulla, Associate Dean, Online Graduate Nursing; Sharon Higgins, Associate Dean, Weston; Brooke Hamilton, Assistant Dean, Online Graduate Nursing

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, acute care (adult/geriatric), or women's health nurse practitioner with a primary care focus.

Students taking the standard two courses per semester will complete the program in two years. Graduate courses taken at other accredited institutions may be considered for a maximum of nine transfer credits. It is important to meet with a graduate advisor or student support specialist to develop a personalized curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Weston courses are offered in hybrid format during the day, in the evening, on weekends, and during the summer. Online courses are offered during three semesters, fall, spring and summer.

### **Prerequisites**

Statistics

### **Adult/Geriatric Primary Care Nurse Practitioner**

Deborah Jean-Baptiste, Program Director, Online

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 12 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as an Adult/Geriatric Nurse Practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the four core courses, the specialty courses include: NU 606, NU 629, NU 641, NU 650, NU 664E, NU 665E, NU 668, and HP 626. Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

## **Family Nurse Practitioner**

Angela Kulesza, Program Director, Weston; TBD , Program Director, Online

Clinical management of families through the life cycle is applied in a variety of healthcare 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 12 courses and meets the American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP) criteria for certification as a Family Nurse Practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the four core courses and an elective, the specialty courses include: NU 606, NU 629, NU 641, NU 650, NU 664B, NU 665B, and NU 668. Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

## **Pediatric Nurse Practitioner**

The pediatric nurse practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Clinical management of children and young adults from birth through age twenty-one is addressed, including various biopsychosocial needs and health issues. The curriculum is comprised of 12 courses and meets the American Nurses Credentialing Center (ANCC) and the Pediatric Nursing Certification Board (PNCB) criteria for certification as a pediatric nurse practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the four core courses, and an elective, the specialty courses include: NU 606, NU 629, NU 641, NU 650, NU 664A, NU 665A, and NU 668. Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

## **Psychiatric/Mental Health Nurse Practitioner**

Julia Martyn, Program Director,, Weston; Megan Hawk , Program Director, Online

The family psychiatric mental health nurse practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment along with nursing theory, process, and research. Clinical management of patients across the lifespan is applied in a variety of health care settings related to diagnosis and management of psychiatric disorders. Co-morbid medical conditions which impact mental health are analyzed in relation to symptom presentation. Understanding the relationship between pharmacological treatment and symptom management is emphasized. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as a Family Psychiatric and

Mental Health Nurse Practitioner. It is important to meet with a graduate advisor student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the four core courses, the specialty courses include: NU 606, NU 629, NU 641, NU 643, NU 650, NU 646, NU 664C, NU 665C and NU 668. Total 49 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

## **Women's Health Nurse Practitioner**

Lawana Brown, Program Director, Online

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 adolescence to geriatrics is applied in a variety of health care settings as they relate to gynecology, reproduction, and primary care settings. The curriculum is comprised of 12 courses and meets the National Certification Corporation (NCC) Criteria for certification as a women's health nurse practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the four core courses, the specialty courses include: NU 606, NU 629, NU 641, NU 650, NU 661, NU 664D, NU 665D, and NU 668. Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

### **Course Requirements:**

#### **Nurse Practitioner Track—Total 46 (need to move above specialties) Credits**

NU 606 Advanced Pathophysiology	3
NU 601 Nursing Theory	3
NU 629 Health Promotion and Disease Prevention Across Diverse Populations	3
NU 605 Concepts in Nursing Leadership	3
NU 641 Advanced Clinical Pharmacology	3
NU 631 Scientific Inquiry for Evidence-Based Practice	3
HP 609 Health Policy, Politics, and Perspectives	3
NU 650 Advanced Health Assessment in Nursing	3



NU 643 Advanced Psychopharmacology for Psych/Mental Health NPs	3
All of the above courses must be completed before entering the primary care sequence.	
NU 664 A-F Primary Care I & NU 664 X Clinical Seminar (300 hrs. clinical)	8
NU 646 Theory and Practice of Contemporary Psychotherapies for Psychiatric Mental Health NPs	3
OR	
NU 661 Care of the Childbearing Woman for Women's Health NPs	3
OR	
HP 626 Sociological, Political, and Economic Perspectives in Gerontology	3
OR	
Elective for Family and Pediatric NPs	3
NU 665 A-E Primary Care I & NU 665 X Clinical Seminar (300 hrs. clinical)	8
NU 668 Roles and Issues in Advanced Practice	3
<b>Total</b>	<b>46-49</b>

### **Adult-Geriatric Acute Care Nurse Practitioner (AGACNP)** **Terrence Taylor, Program Director, Online**

The acute care track for adults/geriatrics specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Clinical management will focus on provided in the acute care setting for critically ill adult-geriatric patients (adolescents through end of life). The curriculum is comprised of 12 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as an Adult-Gerontology Acute Care Nurse Practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. In addition to the four core courses, the specialty courses include: NU 606, NU 629, NU 641, NU 650, NU 655, NU 664F, NU 665F, and NU 668. Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

# ACCELERATED MASTER PROGRAM IN NURSING FOR STUDENTS HOLDING A NON-NURSING BACHELOR DEGREE

Sharon Higgins Associate Dean of Graduate Nursing and Program Director of Second Degree Pre-licensure Nursing Programs, Weston; Mary Lou Cullen, Associate Dean, Pre- Licensure Nursing, Weston

The purpose of this graduate program in nursing at Regis is to prepare the individual to sit for the registered nurse license examination and certification for advanced nursing practice. Students in this program must first satisfactorily complete the generalist nursing component. At the point of successful completion of the generalist component (1.5 years), the student is eligible to sit for the RN license examination. Upon completion of one more semester, the student will be awarded a Bachelor of Science degree. The Master of Science degree will be awarded after the completion of the specialist component. Students may choose one of six specialty areas: adult/ geriatric primary care nurse practitioner, family nurse practitioner, pediatric nurse practitioner, psychiatric/mental health nurse practitioner, adult/geriatric acute care nurse practitioner, or women's health nurse practitioner. Regis policy requires that all graduate programs must be completed within seven years. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered in a hybrid format during the day, in the evening, on weekends, and during the summer.

## Admission Prerequisites

Successful completion of the following prerequisites:

Chemistry I, Anatomy and Physiology I & II, Microbiology, Statistics, Human Growth and Development, and Ethics

## Curriculum

Required courses must be taken in sequence

	Credits
NU 320 Pharmacology for Nursing	3
NU 624 Professional Nursing (Clinical)	8
NU 304 Health Assessment	3
NU 606 Pathophysiology	3

NU 625 Acute Care Nursing (Clinical)	8
NU 633 Psychiatric/Mental Health Nursing (Clinical)	5
NU 621 Nursing Care of the Aging Adult	3
NU 647 Maternal Child/Family Nursing (Clinical)	8
(Runs Summer I and Summer II)	
NU 601 Nursing Theory	3
NU 647 Maternal Child/Family Nursing (Clinical)	8
(Runs Summer I and Summer II)	
NU 605 Concepts in Nursing Leadership	3
NU 631 Scientific Inquiry for Evidence Based Practice	3
NU 640A Community Health Nursing (Clinical)	5
NU 645 Complex Care Nursing (Clinical)	5
NU 641 Advanced Clinical Pharmacology	3
HP 609 Health Policy, Politics, and Perspectives	3
OR	
NU 629 Health Promotion and Disease Prevention (or in Summer II)	3
HP 609 Health Policy, Politics, and Perspectives	3
OR	
NU 629 Health Promotion and Disease Prevention (or in Summer II)	3

NU 643 Psychopharmacology for Psychiatric/Mental Health NPs Only	3
NU 650 Advanced Health Assessment (or in Summer I)	3
NU 629 Health Promotion and Disease Prevention (or in Summer I)	3
NU 664 A-F Primary Care I & NU 664 X Clinical Seminar (300 hrs. clinical)	8
NU 646 Theory and Practice of Contemporary Psychotherapies for Psychiatric Mental Health NPs for Psych/Mental Health NPs	3
or NU 661 Primary Care of the Childbearing Woman for Women's Health	3
or HP 626 Sociological, Political, and Economic Perspectives in Gerontology	3
or Graduate Elective for Family or Pediatric students	3
NU 665 A-F Primary Care I & NU 665 X Clinical Seminar (300 hrs. clinical)	8
NU 668 Roles and Issues in Advanced Practice	3

**Total credits: 94 (97 for Psych/Mental Health NP),** a minimum of 600 clinical hours for the nurse practitioner program. Specific details of program completion can be found in the Graduate Nursing Manual.

## **RN-TO-BS-TO-MS PROGRESSION PROGRAM**

Stacey Krout-Minor, Program Director, Online

The RN-to-MS Bridge program is designed for the associate degree or diploma registered nurse o who wishes to continue their education for professional and personal growth. The registered nurse will earn the master's degree with a major in nursing. This curriculum track also provides a foundation for doctoral study in nursing. The specialty areas and roles are nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). Regis policy requires that all graduate programs must be completed within five to seven years per

time limit and registration requirements. It is important to meet with a graduate advisor or student support specialist early in the program to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

### **Articulation Agreements**

All nursing programs that have been approved by the Board of Registration in Nursing in Massachusetts articulate with the Regis RN-to-MS Bridge Progression Program and the RN-MS Program.

### **General Education Requirements to Upper-Division Nursing Major**

Admission to this program is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis. Completion of General Education prerequisite courses is not required prior to official acceptance into the RN--to-MS Bridge Progression Program. Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-MS Bridge Progression Program. There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, and microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

### **Courses Required for the Undergraduate Core Curriculum and Nursing Major General Education Requirements**

Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) (SP 100 Spanish for Health Professionals recommended)
- Developmental Lifespan (Human Development) (3 credits)
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)

- Microbiology (3 credits)
- Nursing courses validated by transcript (40 Credits)

Subtotal: 84 credits

### **RN-MS Nursing Courses**

- NU 304 Health Assessment (3 credits)
- NU 403 Evidence for Clinical Practice (3 credits)
- NU 404 Concepts and Challenges in Professional Practice (3 credits)
- NU 510 Community-Based Nursing (6 credits)
- Prerequisites for NU 510: NU 403

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

- NU 601 Nursing Theory (3 credits)
- NU 605 Nursing Leadership (3 credits)
- NU 631 Scientific Inquiry for Evidence-Based Practice (3 credits)
- HP 609 Health Policy, Politics, and Perspectives (3 credits)

Subtotal: 104 credits

In addition to these general education requirements, bridge and graduate core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credits varies with specific track and specialty and may vary from 42-49 credits depending on the track/specialty.

## **RN-MS PROGRAM**

Stacey Krout-Minor, Program Director, Online

The RN-MS program is for registered nurses who have a non-nursing bachelor degree. Nurses in this program do not earn another bachelor degree but may directly articulate into the master's program. The bridge program is comprised of four upper-division nursing courses and should be completed before taking any graduate-level nursing courses. These courses include:

- NU 304 Health Assessment (3 credits)
- NU 403 Evidence for Clinical Practice (3 credits)
- NU 404 Concepts and Challenges in Professional Practice (3 credits)
- NU 510 Community-Based Nursing (includes 60 hrs. clinical) (6 credits)
- Prerequisites for NU 510: NU 403

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

- NU 601 Nursing Theory (3 credits)
- NU 605 Nursing Leadership (3 credits)
- NU 631 Scientific Inquiry for Evidence-Based Practice (3 credits)
- HP 609 Health Policy, Politics, and Perspectives (3 credits)

The tracks and specialty areas include: nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). 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 57-64 based on choice of track. College policy requires that all graduate programs must be completed within five to seven years per time limit and registration requirements.

It is important that you meet with a graduate advisor or student support services to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

## **DOCTOR OF NURSING PRACTICE (DNP)**

Donna Barry, Program Director, Weston; Kelly Carlson, Program Director, Online; Michele Pedulla, Associate Dean, Online Graduate Nursing; Sharon Higgins, Associate Dean, Graduate Nursing, Weston; Brooke Hamilton, Assistant Dean Online Graduate Nursing

Built on the strength and breadth of the Regis Nursing program, the DNP addresses the national need to produce highly qualified nurse leaders to meet the demands of healthcare throughout the United States. During the fall, spring, and summer semesters, most DNP core requirement courses for Weston campus are offered in a hybrid format over Zoom in the evening and on weekends. One required course is only offered on the Weston campus. Courses are offered three times a year in the online option; fall, spring, and summer. Candidates for the program are those nurses who are advanced nursing practice leaders, nurse practitioners, and educators. The Clinical Doctorate Nursing Program at Regis College is accredited by Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404.975.5000; Website: [www.acenursing.org](http://www.acenursing.org).

### **Student Learning Outcomes for Doctor of Nursing Practice**

Students should be able to:

- Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.
- Synthesize evidence from research and theory to enhance delivery of quality health care.



- Develop systems supportive of effective communication at the organizational and interdisciplinary levels.
- Generate knowledge through research or evidence-based practice to advance the nursing profession.
- Evaluate ethical, legal, and professional standards of practice.
- Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system.
- Create an environment that maximizes continued learning and development of professional practice.
- Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system.
- Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

The MS-DNP curriculum is comprised of 27 core curriculum credits and 9 elective credits, totaling 36 credits, for non-nurse practitioner options. A maximum of 9 graduate credits may be accepted for transfer. For the nurse practitioner options the MS-DNP curriculum is comprised of the 27 core curriculum credits, 15 credits of role specific courses and 16-21 credits for NP specialty courses. The length of the program varies from two to seven years based on how many courses a student takes per semester. Course transfers are done through a Gap Analysis. It is important that the student meet with the DNP program director and/or Graduate Advisor (Weston) or Online Student Support Specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

The clinical hour requirement for both post-baccalaureate and post-masters DNP is a minimum of 1000 hours. The post-master DNP students are eligible for a maximum of 500 hours transfer credit towards their 1000 hours.

<b>Prerequisites</b>	<b>Credits</b>
NU 601 Nursing Theory	3
HP 609 Health Policy, Politics, and Perspectives	3
<b>Core Curriculum Requirements</b>	<b>27</b>
NU 710 Informatics in Health Care	3
NU 713 Advanced Epidemiology and Biostatistics	3
NU 716 Culture and Health Perspectives	3

NU 726 Advanced Research Methods for Evidence Based Practice I	3
NU 727 Advanced Research Methods for Evidence Based Practice II	3
NU 740 Scholarly DNP Project I	3
NU 741 Scholarly DNP Project II	3
NU 742 Scholarly DNP Project III	3
NU 743 Scholarly DNP Project IV	3

### **Concentration Options:**

DNP with self-selected electives: Students who are not concentrating in the Nurse Practitioner or Nurse Educator or Nurse Leadership concentration can choose any of the three courses below to meet the elective requirements of the DNP program. It is highly recommended that the students select three courses closely aligned with their self-identified professional development and the doctoral scholarly practice project. Regis offers courses that provide additional development in the areas of Geriatrics (G), Health Informatics (HI), Health Policy with co-enrollment at Brandeis University (HP), Integrative Health (IH), Nursing Leadership (NL), Global Public Health (GPH).

### **Nursing Education Weston and Online)**

Students admitted to the Nurse educator concentration select three of the six electives provided to meet NLN CNE nurse competencies.

- NU 670 Seminar in Teaching and Learning for Nurse Educators
- NU 636 Instructional Methods and Curriculum Design in Nursing Education
- NU 637 Assessment and Evaluation in Nursing Education
- NU 677 Online Instruction and Course Facilitation
- NU 678 Online Course Development and Teaching Strategies
- NU 656 Introduction to Simulation in Nursing Education

### **Nursing Leadership ( Weston and Online)**

Students admitted to the Nursing Leadership concentration must take the following three courses.

- NU 605 Concepts in Nursing Leadership (NL)
- NU 612 Organization and Structure in Nursing Leadership (NL)
- NU 623 Regulatory Issues in Nursing Leadership (NL)

## **Nurse Practitioner (Weston and Online)**

- Role specific required courses
- NU 606 Advanced Pathophysiology
- NU 641 Advanced Pharmacology
- NU 650 Advanced Health Assessment
- NU 629 Health Promotion and Disease Prevention
- NU 668 Roles and Issues in Advanced Practice Nursing

### **NP Specialty required courses**

- NU 664 A-F Primary Care I & NU 664 X Clinical Seminar (300 hrs. clinical)
- NU 665 A-F Primary Care I & NU 665 X Clinical Seminar (300 hrs. clinical)
- NU 661 Primary Care of the Childbearing Woman for Woman's Health NP's
- NU 643 Advanced Psychopharmacology for Psychiatric Mental Health NP's
- NU 646 Theory and Practice of Contemporary Psychotherapies for Psychiatric Mental Health NPs
- HP 626 Social, Political, and Economic Perspectives in Gerontology
- NU 655 Acute and Critical Care Pharmacology for Adult-Geri Acute Care NP's
- Graduate elective for FNP and PNP students if obtaining first NP certification

## **BS in Nursing to Doctor of Nursing Practice (DNP)**

This program is for those nurses who desire to become nurse practitioners. The program prepares baccalaureate-prepared nurses for any of the six (6) nurse practitioner population foci concentrations, which include adult/geriatrics primary care, adult/geriatrics acute care, family, pediatrics, psychiatric mental health, and woman's health.

This program consists of an integrated curriculum streamlining the accredited master's Nurse Practitioner program and Doctor of Nursing Practice program. This four-year 76-79 credit BS-DNP program can be completed on a part-time basis. The BS-DNP program allows for current nurses to continue working in an RN role.

**Sample Curriculum (below is just a sample curriculum, upon admission students are provided an individual curriculum plan with the courses listed below)**

	<b>Credits</b>
NU 606 Advanced Pathophysiology	3
NU 629 Health Promotion and Disease Prevention (online)	3
NU 605 Concepts in Nursing Leadership	3

NU 716 Culture and Health Perspectives	3
NU 601 Nursing Theory (or in Summer Session Year 1)	3
NU 623 Regulatory Issues in Nursing Leadership	3
NU 713 Advanced Epidemiology and Biostatistics	3
HP 609 Health Policy, Politics, and Perspectives	3
NU 726 Advanced Research Methods for Evidence Based Practice I	3
NU 710 Informatics in Healthcare	3
NU 727 Advanced Research Methods for Evidence Based Practice II	3
NU 641 Advanced Clinical Pharmacology	3
NU 650 Advanced Health Assessment in Nursing	3
NU 643 Advanced Psychopharmacology (for Psych/Mental Health NPs only)	3
HP 626 Social, Political, and Economic Perspectives in Gerontology (Adult/Geri NPs only)	3
NU 655 Acute and Critical Care Pharmacology (for Adult/Geri Acute Care)	3
Any graduate elective (PNPs and FNPs only)	3

NU 664 A-F Primary Care I & NU 664 X Clinical Seminar (300 hrs. clinical)	8
NU 661 Primary Care of the Childbearing Woman (WHNPs only)	3
NU 646 Contemporary Psychotherapy (PMHNPs only)	3
NU 740 Scholarly DNP Project I (100 hours)	3
NU 665 A-F Primary Care II (300 hours) & NU 665 X Clinical Seminar	8
NU 668 Roles and Issues in Advance Practice Nursing (online)	3
NU 741 Scholarly DNP Project II (100 hours)	3
NU 742 Scholarly DNP Project III (100 hours)	3
NU 743 Scholarly DNP project IV (100 hours)	3
Total Credits Year 4	6
<b>Total Program Credits</b>	<b>73 (76 for psych only)</b>

## Nursing Course Descriptions

### NU 101 Foundations of Nursing Practice

The focus of the first nursing course is health promotion, restoration, and maintenance. The health promotion and maintenance focus addresses basic need satisfaction (e.g., safety, oxygenation, hygiene, food and fluid, rest, activity, and elimination.) The health restoration focus addresses the nursing actions precipitated by selected adult patients experiencing pain, inflammation, infection, surgery, alterations in oxygenation, and mobility status. Communication, basic research skills, informatics and technology, a philosophy of caring, and ethical/legal standards of practice are presented as essential to professional role development. The course introduces the student to the major categories of patient needs: safe, effective care environment, health promotion and maintenance; psychosocial integrity and physiological integrity. The concepts of adaptation, nursing process, communication, clinical reasoning, and evidence-based

practice are included in the design, along with the Nurse of the Future Concepts, skills and ACEN Core Values. The concurrent clinical component of the course provides the students the opportunity to participate in collaboration with the interprofessional team, 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 provides mutual feedback. The process of self-evaluation promotes self-understanding and professional development.

### NU 102 Adult Nursing Practice

The second nursing course emphasizes the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. The focus is on patient-centered nursing care to restore, promote, or maintain the health of patients after surgery and with disorders of cell function, perfusion, endocrine neurologic, immune, gastrointestinal and sensory functions, acid-base balance, and sexuality. Professional role, clinical reasoning and judgment, and ethical-legal issues are explored and developed. A philosophy of caring is fostered through the use of nursing process and through the application of safe, holistic, and culturally-competent therapeutic nursing interventions. Communication skills and information technology are used to promote human flourishing. The nurse's role within the interprofessional team is considered through application of beginning leadership and management principles. Evidence-based nursing practice is promoted as a method for quality improvement of patient-centered nursing care. Concurrent clinical experiences with adult individuals are provided to allow students to correlate contextual learning in the classroom with skills and demonstrate expected levels of achievement (ELA) in clinical practice. Simulated clinical learning experiences in the Nursing Arts Lab introduce the student to new nursing skills prior to their application in clinical practice. Further development of professional identity is emphasized through self and faculty evaluations of the student's clinical progress.

### NU 201 Family-Focused Nursing Practice

The third nursing course focuses on the knowledge, skills, attitudes/values, and abilities required to provide safe, quality, and patient-centered care to women, children, and their families in order for them to flourish. The Nurse of the Future Competencies are integrated into theoretical concepts and clinical practice. Communication and critical reasoning skills are utilized in applying the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for childbearing and childrearing families. Strategies to optimize health are presented and discussed in relation to childbearing and childrearing including: high-risk pregnancy, high-risk parenting, and common health problems of women and children. Research concepts and historical and current perspectives are addressed in this specialty. A philosophy of caring is emphasized in order to provide support to individuals striving to adapt to

change in family structure and function and/or the effects of illness. Leadership and management principles are reinforced through clinical practice and clinical conferences. Collaboration with patients, families, and the interprofessional health care team is promoted in order to provide quality nursing care. Ethical and legal concerns and the exploration of cultural influences on family-centered care are analyzed in this course. Concurrent acute care and community clinical experiences are utilized to introduce the student to diverse professional nursing roles and the modeling of an evidence-based approach to nursing practice in the provision of care to childbearing and childrearing families. These clinical experiences provide numerous opportunities to employ teaching-learning principles and further develop specialized skills and learning outcomes in assisting these populations. Clinical conferences are held to reinforce learning and to assist students to correlate theory concepts into clinical practice. Simulated clinical learning experiences in the Nursing Arts Lab provide opportunities to develop and practice skills that are utilized in the clinical area. Evaluation of the course/clinical student learning outcomes and student/faculty conferences provides feedback on student progress to promote professional development.

#### NU 202 Comprehensive Nursing Practice

The last nursing course focuses on the knowledge, skills, attitudes/values, and abilities required to provide safe, quality, patient-centered care to adult individuals with complex stressors, assisting those individuals and families to flourish and adapt. Concepts presented in this course focus on the physiological and psychological needs of individuals and families experiencing complex alterations in oxygenation, fluid balance, tissue perfusion, cardiac output, elimination, shock and multiple organ failure. Emergency management and disaster care are also covered. In addition, concepts related to altered thought, mood, relatedness, self-esteem, and self-concept are taught to introduce the student to the needs of individuals and families with mental health needs. The Nurse of the Future Core Competencies are integrated into the course and promote an evidence-based approach to nursing care of individuals and families. The planning, delivery, and management of safe, comprehensive, individualized, patient-centered, quality care is based on the utilization of established research findings and is guided by ethical, legal, and professional standards of nursing practice. The professional role is further developed in order to initiate change and foster a safe, effective care environment. Leadership and management skills are practiced within the inter-professional team as students assume responsibility for their own learning and for the care provided to patients and families. A philosophy of caring permeates the students' critical thinking, clinical reasoning, and communication skills. Using the nursing process, in collaboration with patients, families, and the inter-professional team, students generate culturally-competent therapeutic nursing interventions to promote adaptation. Concurrent clinical experiences are provided in acute care and community settings to further develop the skills and competencies necessary for beginning nursing practice. Nursing Arts Lab simulated clinical learning experiences provide opportunities



to develop and practice skills that are required in the clinical area. Clinical conferences are held to reinforce learning and to assist students to correlate theory concepts into clinical practice. Evaluation of the course/clinical student learning outcomes by the student and faculty and student/faculty conferences provide feedback of student clinical progress to enhance professional development.

#### NUTR 205 Essentials of Nutrition along the Health Continuum

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

#### NU 305A Foundations of Nursing Practice

This course utilizes the Massachusetts Nurse of the Future Competencies as a framework to introduce students to the knowledge, skills, and attitudes needed to develop their identity in the nursing profession. This course uses classroom and web-based activities as well as laboratory experiences to acquire select knowledge and skills that are essential to the profession of nursing. The relationship between evidenced-based practice and safe patient care will be emphasized. Students will begin to identify and apply the nursing process and clinical reasoning skills, and NCLEX test-taking skills. The role of nursing and the individual role as a member of the nursing community will be examined. Legal and ethical issues and professional comportment will be explored. Professional and therapeutic 1:1 communication skills with patients and disciplines will be acquired and utilized successfully. Select nursing procedures will be introduced and practiced.

#### 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 321 Nursing Care of the Aging Adult

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

## NU 322 Clinical Pharmacology I

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

## NU 323 Clinical Pharmacology II

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

## NU 324 Professional Nursing

This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing healthcare system. It focuses on acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice, as well as classroom content.

## NU 325 Acute Care Nursing

This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, and biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/family, the healthcare system, and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute care setting.

### NU 333 Psychiatric/Mental Health Nursing

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

### NU 340 Community Nursing

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

### NU 345 Complex Care Nursing

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

### NU 347 Maternal Child/Family Nursing

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

## NU 403 Evidence for Clinical Practice

This course focuses on the translation of current evidence into nursing practice, including the identification of practice issues, appraisal and integration of evidence, and 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

This is an introductory course to explore the role of the professional nurse in the ever-changing healthcare system with a view to empowering and solidifying that role. Students explore the challenges and opportunities inherent in professional nursing including but not limited to advances in nursing practice and role development, the increased use of technology in practice, ethics and legal issues in practice, concepts critical to leadership, interdisciplinary collaboration and systems thinking, 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 online 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. (must be RN licensed)  
Prerequisites: NU 304 and NU 403

## NU 601 Nursing Theory

This course focuses on the historical development of theory from the perspective of nursing science. Nursing theory and its relationship to research and evidenced-based nursing practice, as well as approaches to theory construction are explored. Students will analyze selected concepts, the building blocks of theories. Students will critique specific nursing theories in relation to their own belief systems, examining the concepts of the major paradigms within the discipline of nursing as well as other human science disciplines. Early “grand nursing theories” and “mid-range nursing theories” more recently developed will be evaluated. Emphasis will be on understanding individual nursing theories and borrowed theories from other disciplines and their application to

nursing practice, nursing research, nursing leadership, and nursing education.

#### NU 605 Concepts in Nursing Leadership

This course focuses on issues of leadership role development in professional nursing. Using role theory, students will explore concepts of role mastery, congruence and conflict as well as the role of nursing leadership in the broader organizational context. Emphasis in NU 605 is on the analysis of leadership and related theories as these apply to the individual practice of the nurse leader.

#### NU 606 Advanced Pathophysiology

This course will provide an in-depth study of the concepts of the science of pathology for graduate nursing students. It will cover the physiological causes and development of diseases; functional and secondary changes they cause; and their course, complications, and appropriate treatments. Specific examples of disease states throughout the lifespan will be evaluated. The course will treat all levels of pathology from molecular to cellular, tissue, organ, and organ systems, emphasizing the role of homeostasis and the ensuing disturbances, which lead to disease conditions.

#### NU 607 Perioperative Nursing

This course is designed to introduce the learner to perioperative nursing concepts, principles, and skills associated with caring for perioperative patients. Participants will explore the operating room nurse's role and responsibilities as a scrub nurse and as a circulating nurse. Course content is based on the standards and recommended practices established by the Association of Operating Nurses (AORN), and topics will include the operating room environment, aseptic technique, positioning, ethical/legal considerations, anesthesia, infection control, and professionalism. The curriculum content is generic and applicable to perioperative nursing in any facility or location. The final outcome of the course is to prepare future practitioners to meet the needs of surgical patients and the growing demand for perioperative nurses.

#### NU 608 Perioperative Nursing—Practicum

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

## NU 612 Organization and Structure in Nursing Leadership

This course incorporates comprehensive discussion of administrative theories including organizational theory, management theory, and leadership theories. These theories will be analyzed as they relate to nursing practice and the role of nursing leadership.

(Practice component of 40 hours) Prerequisite: NU 605

## NU 613 Registered Nurse—First Assist

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

## NU 614 Registered Nurse—First Assist Practicum

This course is the clinical internship that is taken either concurrently with the RNFA didactic course or following it. It may or may not take place at the clinical facility in which students are employed. This component is conducted as a guided independent study. Students will progress at their own pace during the twelve months in which they are allowed to complete the course. The students work with on-site surgeons to practice what they have learned during the didactic course. Two hundred and forty intraoperative first assisting hours must be documented. Learning activities are also included in the Clinical Internship in addition to hours of actual first assisting. Communication is maintained between course faculty and the student during this component. The faculty facilitator follows the progress of the students through telephone, e-mail, Blackboard, written progress reports, and communication with the surgeon preceptor as necessary. Prerequisite/Co-requisite: RNFA Didactic Course,

Student must be an RN with a minimum of two years of operating room experience and CNOR certified.

## NU 623 Regulatory Issues in Nursing Leadership

Utilizing current nursing research, evidence-based practice and evolving health care trends, students will complete fieldwork experience in the area of administration/leadership in a healthcare setting or professional organization. The students will analyze examples of current issues relating to the health care delivery systems that impact on nursing practice. (Practice component of 40 hours)

## NU 624 Professional Nursing

This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing healthcare system. It focuses on the acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice as well as classroom content.

## NU 625 Acute Care Nursing

This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, and biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/ family, the healthcare system and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute/critical care setting.

## NU 627 Mentorship in Nursing Leadership

Based on the student's individual professional goals, the student will elect to specialize in the areas of nursing administration/leadership, critical care, gerontology, etc. Under the guidance of a mentor, the student will apply nursing, management, and role theories in the health care setting. (Practice component of 80hours) Concurrent or Prerequisite: NU 623.

## NU 629 Health Promotion and Disease Prevention across Diverse Populations

This course will address health promotion and disease prevention across the lifespan. The focus will be in developing, evaluating, and educating populations on preventative health care behaviors. Populations served, including vulnerable populations, will be discussed in relation to how advanced practice nurses shape the development of community-based care and population-based systems delivery programs. Students will analyze the impact of social, cultural, ecological, and systems of care delivery factors on healthcare disparities across population groups. Emphasis is on application of sociocultural, nursing theories, and methods to analyze healthcare phenomena as an advanced practice nurse.

## NU 631 Scientific Inquiry for Evidence-Based Practice

The Scientific Inquiry for Evidence-Based Practice course will explore the conceptual, theoretical, and ethical foundations of nursing. The course will focus on the research process and application of evidence to nursing practice. During this course students identify a practice problem according to its relevance to the professional practice of



nursing or advanced clinical practice. The primary focus of this course is on understanding research methods as they pertain to evidence-based practice. During the course students will complete an evidence-based practice proposal. Prerequisite:

#### NU 633 Psychiatric Mental Health Nursing

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

#### NU 635 Complementary and Alternative Therapies in Nursing

This course provides an objective introductory perspective on the newly emerging field of Complementary/Alternative Modalities (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It critically examines available research and offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client as well as to assume a leadership and management role on the interdisciplinary team. While the course explores a range of modalities and systems, it focuses in-depth on those clearly within the domain of nursing practice.

#### NU 636 Instructional Methods and Curriculum Design in Nursing Education

This course offers an analysis of various instructional models/methods and their application to the design of curricula in educational settings to create positive learning environments. Models are discussed in light of course content, objectives, goals, and current research. Students will focus on problem solving, common teaching/learning situations, and the relationship between theory and practice. Classroom learning is applied in a practicum experience of 24 hours.

#### NU 637 Assessment and Evaluation in Nursing Education

This course offers a study of both formal and informal assessment techniques and the components involved in each approach. Students will conduct an analysis of models of outcome assessment and program evaluation and their relationship to classroom/clinical settings. Classroom learning is applied in a practicum experience of 24 hours.

#### NU 638 Concepts and Leadership in Case Management and Care Coordination

This course provides an overview of case management that are evidence-based and reflect current research and practice across multiple healthcare settings. Emphasis on importance of leadership principles practices will be integrated the course. Classroom learning is applied in a practicum experiences of 25 hours.

## NU 639 Advanced Concepts in Case Management: Transitions in Modern Healthcare

This advanced-level case course will focus on the critical role case management in various delivery systems, particularly for patient populations. The course a detailed analysis of case studies and structured fieldwork experience in case management. Emphasis will be on the leader's role in meeting the health 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 641 Advanced Clinical Pharmacology

This course is required for students in the Nurse Practitioner Advanced Graduate Program. Course content addresses pharmacological interventions for disease categories and expands the foundation in pharmacotherapeutics necessary for nurse practitioners in clinical practice. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice. NU 641 must be taken within 1 year prior to enrolling in NU 664 A-E. Pre-requisite: NU 606

## NU 643 Advanced Psychopharmacology

This course focuses on developing knowledge and skills in the safe and effective use of medication for psychiatric mental health problems in populations across the lifespan. The curriculum integrates knowledge from previous courses such as pharmacology, pathophysiology, and health assessment and complements the Psychiatric Mental Health curriculum. Course content addresses psychopharmacological interventions for disease categories and expands the foundation in psycho-pharmacotherapeutics necessary for nurse practitioners in clinical practice. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice. Prerequisite: NU 641

## NU 645 Complex Care Nursing

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

## NU 646 Theory and Practice of Contemporary Psychotherapies

The focus of this course is on theories and methods used by the advanced practice psychiatric mental health nurse as broadly applied across treatment settings. Students will explore theory and techniques associated with various therapeutic models with regard to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Students will gain learning experiences that promote satisfactory assimilation of mental health and mental illness concepts in their delivery of advanced practice nursing across the lifespan. Emphasis is placed on evidence-based practice and treatment guidelines utilizing a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapeutic theories will be studied and application made where possible in practicum placements, seminar discussions, and classroom settings.

## NU 647 Maternal Child/Family Nursing

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

## NU 648 Integrative Health for Women

Surveys indicate that women are more receptive to and more frequently use complementary/alternative therapies than other populations. This course provides a practical, in-depth focus on complementary strategies for healthy lifestyles, disease prevention, and wellness care. It examines CAM use in this population with special emphasis on safety, efficacy, and compatibility with allopathic care for selected conditions that affect women. It also focuses on developing skills for integrative care and use of selected modalities.

## NU 650 Advanced Health Assessment in Nursing

The Advanced Health Assessment course is developed for the nurse practitioner student. Students incorporate, apply and adapt assessment skills appropriate to all ages in a primary care setting. Using critical thinking skills, students analyze assessment data toward differential diagnosis and determine the need for additional assessment information such as laboratory data, specialty referral and diagnostic testing. Students

are required to apply history and physical assessment skills on a weekly basis. Written communication of the weekly history and physical examination as well as data analysis and problem list development is required. The effects of age, gender, culture, religion, socioeconomic status, locus of control, lifestyle and risk factors are considered in developing a baseline for therapeutic nursing intervention by the nurse in advanced practice. NU 650 must be taken the semester prior to NU 664 A-F. Pre-requisite: NU 606 and NU 641

#### NU 654 Mentorship in Integrative Health

This course is a mentored practice experience in an appropriate practice setting. Placement occurs in collaboration with the course faculty. In addition to the practicum, the candidate engages in ongoing, on-line discussions addressing key issues in integrative health care. This class is taught online along with clinical site visits between faculty, student, and mentor.

#### NU 655 Adult-Geriatric Acute and Critical Care Pharmacology

The purpose of this course is to provide a comprehensive and in-depth background in acute and critical care pharmacotherapy for the adult-geriatric patient. This course will address the pharmacology and appropriate clinical use of agents used in the treatment of selected acute disorders found in acutely/critically ill patients. Recent advances in pharmacotherapy, personalized management strategies, and controversial issues will be included and emphasized.

#### NU 656 Introduction to Simulation in Nursing Education

This course will enable you to develop an understanding of the essential principles of nursing simulation education. You will discuss best practices for simulation immersion and debriefing and will analyze the challenges and solutions related to its implementation. We will also explore the implications of evidence gathered in the National Council of State Boards of Nursing (NCSBN) study.

#### NU 657 CNL Role Class: Intro CNL Practicum

This is the first of two sequential courses that provides students with the opportunity to analyze the role of the CNL through a guided role immersion practicum. Integration of prior course work occurs during clinical role practicum, classroom assignments, and student presentations. The primary focus is on understanding the three domains of CNL practice in the microsystem to implement evidence-based initiatives that support quality outcomes. During the clinical immersion, students will have an opportunity for in-depth analysis of the CNL role as a nurse leader while working with an identified preceptor. Students will conduct a microsystem assessment and begin initial planning for the evidence-based practice capstone project. Students will review eligibility requirements,

content, and the application process for the CNL Certification Exam. The AACN competencies and curricular expectations for CNL education and practice provide the framework for this course.

#### NU 658A CNL Capstone: Clinical Immersion

This is the second of two sequential courses in the CNL program. The course focuses on successful implementation of the CNL role in the microsystem through the synthesis of theoretical knowledge, evidence-based practice, and leadership principles. During the clinical immersion, students have an opportunity for in-depth analysis of the CNL role in the microsystem. A dedicated preceptor provides guidance to support the transition to independent CNL practice. Students will implement, evaluate, and disseminate the previously identified evidence-based capstone project. The AACN competencies and curricular expectations for CNL education and practice provide the framework for this course.

#### NU 661 Care of the Childbearing Woman

This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of obstetrical client through the childbearing process. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the obstetrical client. Classroom learning is applied in supervised clinical preceptorship experiences associated with NU 664A/B/D or NU 665A/B/D.

#### NU 664A Primary Care of the Child I

This course integrates concepts from concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision making and clinical management of children. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the pediatric client. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU664AX). Pre-Requisite: NU 606, NU 629, NU 641 and NU 650.

#### NU 664B Primary Care of the Family I

This course integrates concepts from the concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision making and clinical management of families through the life cycle. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system. Classroom learning is applied in supervised clinical preceptorship experiences

of 300 hours (NU664BX). Pre-Requisite: NU 606, NU 629, NU641 and NU 650.

#### NU 664C Primary Care of the Psychiatric Mental Health Client I

The focus of this course is developing knowledge and skill in the assessment and diagnosis of psychiatric mental health problems in the populations across the lifespan. The curriculum also integrates knowledge from previous courses such as pharmacology, pathophysiology, and health assessment. Psychiatric nurse practitioner students utilize many theoretical sources in the development of their practical skills and draw from neurophysiology, neuropsychology, family systems, and biopsychosocial approaches. Special populations such as the elderly and the chronic mentally ill are also emphasized of 300 hours (NU664CX). Pre-Requisite: NU 606, NU 629, NU 641, NU 643 and NU 650.

#### 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 of 300 hours (NU664DX). Pre-Requisite: NU 606, NU 629, NU 641 and NU 650.

#### NU 664E Primary Care of the Adult-Geriatric Client I

This is the first of two courses in primary care of the adult-gerontology client. This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of the adult-gerontology client through the life cycle. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the adult-gerontology system. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU664EX). Pre- Requisite: NU 606, NU 629, NU 641 and NU 650.

#### NU 664F Acute and Critical Care of the Adult-Geriatric Client I

This is the first of two concentration courses that 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, decision-making and clinical management of the adult-geriatric client, in the acute care/critical care setting, utilizing critical thinking. Discussions on health promotion, policy, organizational issues, access to care, and advanced professional practice as

they relate to the adult-gerontology population in the acute care/critical care setting are included. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665FX).

#### 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. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665AX). Pre-requisite NU 606, NU 629, NU 641 and NU 650, NU 664A, NU 664AX

#### 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. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665BX). Pre-requisite: NU 606, NU 629, NU 641 and NU 650, NU 664B, NU 664BX

#### NU 665C Primary Care of the Psychiatric Mental Health Client II

Nurse practitioner students will continue to develop knowledge and skill in the assessment and diagnosis of mental health problems in adults. In-depth study of geriatric mental health problems, such as mood disorders, dementia, and delirium, will prepare students to work with this complex population upon graduation. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU 665CX). Pre-requisite: NU 606, NU 629, NU 641, NU 643, NU 646, NU 650 and NU 664C, NU 664CX

#### NU 665D Primary Care of the Woman II

This course is the second of two concentration courses focusing on developing knowledge and skill in the assessment, diagnosis, and treatment of the adult population with a special focus on health care for adolescent females and women. This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problems, decision making, and clinical management of women's health issues. Discussions focus on health promotion, disease prevention, recognition and management of acute and chronic conditions, organizational issues, access to care, and advanced professional practice as they relate to caring for patients in primary care settings. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665DX).



## NU 665E Primary Care of the Adult-Geriatric Client II

This course continues to integrate concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in assessment, problems, decision making and clinical management of families through the life cycle. Discussions 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 of 300 hours (NU665EX). Pre-requisite: NU 606, NU 629, NU 641 and NU 650, NU 664E, NU 664EX

## NU 665F Acute and Critical Care of the Adult-Geriatric Client II

This is the second of two concentration courses that 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, decision-making and clinical management of the acute and critical care adult-geriatric client through use of critical thinking. Discussions on health promotion, policy, organizational issues, access to care, and advanced professional practice as they relate to the adult-gerontology population in the acute care and critical care setting are included. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU 665FX).

## NU 668 Roles and Issues in Advanced Practice

This course focuses on the role and scope of practice of the advanced practice nurse. Professional licensure, credentialing and requirements for prescriptive privileges are addressed. In a hybrid format, course content focuses on legal and ethical standards of care and professional competencies for entry into advanced practice in the primary care setting. The course includes current and projected trends in primary practice as they affect nurses in advanced practice.

## NU 670 Seminar in Teaching and Learning for Nurse Educators

This course provides an overview of various components involved in the dynamic of teaching/learning: philosophy, educational psychology, curriculum, methodology, evaluation, and assessment. Emphasis is placed on the development of the nurse educator as a reflective practitioner. Students will discuss social, ethical, legal, and professional issues related to current and future student populations. Classroom learning is applied in a practicum experiences of 24 hours.

## NU 671 Contemporary Practice of Global Public Health Nursing

This course will provide in-depth examination of the practice and role of contemporary global public health nursing, with a focus on historical, economic and societal factors that influence public health policy. Global health issues transcend national boundaries, and, as such, this course addresses emerging events, advances, reforms, and challenges in the delivery of healthcare around the world. Select concepts (including inter-professional and multidisciplinary practice, social justice and ethics), that are critical to understanding the health of populations, are analyzed in order to develop a framework for identifying, prioritizing, and planning interventions and research in public health nursing practice across the globe. Students will be challenged to reflect deeply about how healthcare is organized and delivered, and will explore the promotion of health and disease prevention for communities and at-risk selected populations in various settings while highlighting the roles of nurses in population health.

## NU 672 Mentorship Teaching Experience/Seminar in Nursing Education

This course features mentored student- teaching experience in a classroom or clinical setting. Placement occurs in collaboration with the course faculty. While student teaching, the candidate engages in a monthly seminar addressing key issues in nursing education. Prerequisite: Three of the six nurse educator electives (NU 636, NU 637, NU 656, NU 670, NU 677 and NU 678)

## NU 677 Online Instruction and Course Facilitation

This online asynchronous course will provide the learner with evidence-based best practice techniques and strategies for implementing online course instruction and course facilitation. Topics covered will include discussion board facilitation, group process online, managing academic challenges, supporting online course engagement incorporating student-to-student and student-to-faculty communication and overall management of the online course classroom. Classroom learning is applied in a practicum experiences of 24 hours.

## NU678 Online Course Development and Teaching Strategies

This asynchronous online course will engage the learner in developing a syllabus and course teaching materials for the online environment. Utilizing the content expert and peer reviewer process of course development, each learner will participate in active-learning strategies to develop beginning competence in online course development with additional focus on the selection of population specific teaching strategies. Classroom learning is applied in a practicum experiences of 24 hours.

## NU 680 Advanced Practice Addictions Nursing I

This is the first of two courses that focus on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course focuses on theoretical frameworks of addiction and related nursing theories as well as the assessment, diagnosis, and treatment of addiction disorders across the lifespan. Course content includes both pharmacological and non-pharmacological interventions, healthcare systems and transdisciplinary competencies, cultural considerations, and the integration of common co-morbid psychiatric and medical conditions.

Pre-requisites: None

## NU 681 Advanced Practice Addictions Nursing Practicum I

This is the first of two clinical practicum courses that focuses on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course provides students with opportunities to apply theoretical and didactic content from NU 671 in the context of a supervised 250 hour clinical practicum experience. Students in this course attend weekly synchronous virtual seminar meetings in groups of a maximum of six students per group. Pre-requisites: Advanced practice nurse licensure Pre- or Co-requisite: NU 680

## NU 682 Advanced Practice Addictions Nursing II

This is the second of two courses where students will continue to develop the essential knowledge, skills, and attitudes needed to assess, diagnose, and treat individuals, groups, and families experiencing addiction. Students will continue to synthesize course content and apply concepts related to advanced practice addictions nursing direct care, leadership, and transdisciplinary roles. Pre-requisites: NU 680, NU 681

## NU 683 Advanced Practice Addictions Nursing Practicum II

This is the second of two clinical practicum courses that focuses on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course provides students with opportunities to apply theoretical and didactic content from NU 671 and NU 673 in the context of a supervised 250 hour clinical practicum experience. Students in this course attend weekly synchronous virtual seminar meetings in groups of a maximum of six students per group. Pre- requisites: Advanced practice nurse licensure, NU 680, NU 681; NU 682 is a pre- or co-requisite

## 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, this 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 and 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 healthcare system. Frameworks, theories, and models that explore culture and health, generally, and among selected populations, specifically, are identified. Within a cross-cultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership or research positions.

#### NU 726 Advanced Research Methods for Evidence Based Practice I

This is the first of two sequential courses that provides the students with an in-depth analysis of quantitative and qualitative research methods used in nursing and health care research. Throughout the course, students will use critical thinking skills to analyze qualitative and quantitative methods as a framework for making decisions regarding clinical problems. Evidence-based practice models will be analyzed to facilitate the identification of a practice problem and the development of an extensive review of the literature.

#### NU 727 Advanced Research Methods for Evidence Based Practice II

This is the second of two sequential courses that will provide the students with the further development of their evidence-based practice project. This course will focus on in-depth analysis of quantitative and qualitative data collection and analysis methods. Utilizing an EBP model, students will develop a comprehensive plan for project implementation and evaluation. Pre-requisite: NU 726

### NU 740 Scholarly DNP Project I

This seminar-formatted course is the first of a four-course series designed to students in implementing an evidence-based practice (EBP) project. This course will introduce students to the capstone process and progression through the four- course series. Discussions of project scope and quality and development of an EBP project proposal will take place. Students will work with faculty to plan, design and evaluate evidence-based projects. Students will begin the process of program management, gather and critically appraise evidence, develop goals, determine expected project outcomes and establish an appropriate time-management plan for the project. As part of this four-course sequence, students will engage in 400 hours of mentored experience from the inception of the EBP project to dissemination of the findings.

### NU 741 Scholarly DNP Project II

This seminar-formatted course is the second of a four-course series designed to assist students in implementing an evidence based practice (EBP) project. This course will build upon work completed in the first course, with the focus on project management, evaluation methods, completion of an EBP project proposal and hearing, and the submission of an IRB application. Students will continue in their completion of 400 hours of mentored experience from the inception of the EBP project to dissemination of the findings. Pre-requisite: NU 740

### NU 742 Scholarly DNP Project III

This seminar-formatted course is the third of a four-course series designed to assist students in implementing an evidence-based practice (EBP) project. The focus of this course is on the implementation of the evidence-based practice project completed in NU 741 Scholarly DNP Project II and subsequent collection of data for evaluation of the project. Students will continue in their completion of 400 hours of mentored experience from the inception of the EBP project to dissemination of the findings. Pre-requisite: NU 741

### NU 743 Scholarly DNP Project IV

This seminar-formatted course is the fourth of a four-course series designed to assist students in completing an evidence-based practice (EBP) project. The focus of this course is on analyzing data obtained from the evaluation process and dissemination of the project findings. Students must successfully defend their project orally as well as submit an article to disseminate their EBP project findings and will have completed the 400 hours of mentored experience in this course publication or abstract for professional presentation and an executive summary. Pre-requisite: NU 742

## Non-Nursing Course Descriptions

### HP 609 Health Policy, Politics, and Perspectives

This course examines U.S. health care policy and the political forces that shape policies related to achieving access to care, cost control, and high value health care services.

### HP 622 Economics of Health Care

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

### HP 626 Social, 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 form of understanding resource allocation, priorities, and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment, and policy will be explored.

### HP 635 Health Information Systems

This course addresses the multiple systems utilized to retrieve, manage and report information in health care: information architectures, administrative and clinical applications, evidenced-based health, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, medical devices, and telehealth.

### HP 645 Science of Integrative Health

This course is intended to cover the scientific theory that forms the rationale for integrative health. In this course students will cover the new scientific theories that emerged during the twentieth century that have given scientific evidence to validate many forms of integrative health. These theories include quantum mechanics, chaos theory, nonlinear dynamical theory, fractal geometry, information theory, field theory, and network theory.

### PBH 600 Biostatistics

This course is designed to teach master's-level students the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals and hypothesis testing; sample size

and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of confounding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading the literature.

#### **PBH 608 Critical Analysis of Global Public Health Issues**

In this course select issues that are vital to the health of the public both in the United States and abroad are analyzed to gain an understanding of public health practice. Guided by theoretical frameworks and conceptual models from the field of population health, students will critically examine existing data, current and proposed public policy

and current practice to gain a deeper understanding of the thinking guiding global and public health scholarship and practice.

#### **HS 513A Issues in National Health Policy (Heller School at Brandeis University)**

See Brandies catalog for description.

### **The Institute for Advancing Studies and Continuing Education**

#### **General Information**

For over three decades, Regis has offered a Continuing Education Program for adult learners. Many Continuing Education students are experiencing college for the first time; others are returning to college to complete an undergraduate degree; still others are pursuing personal or professional interests. The Institute for Advancing Studies and Continuing Education serves those adult students seeking to complete a bachelor's degree in a flexible and affordable way. IAS students may be enrolled in the same courses taken by our traditional, full-time undergraduates. IAS courses are also offered during the weekend, evening, daytime, in online and hybrid formats. IAS students are held to the same academic standing requirements as traditional undergraduates. However they are not eligible to live in on-campus housing or to participate in varsity sports. The IAS offers courses on site in Weston, off-campus at various hospitals, and at the Regis North campus in Lawrence.

#### **Admission for IAS students**

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



admission to a baccalaureate program. Regis offers specialized advising and assists students to plan their studies so that they may achieve their degree goals in an educationally engaging and timely manner.

### **Application Process:**

- Completed application for admission (available online at [www.regiscollege.edu/apply](http://www.regiscollege.edu/apply))
- Writing sample
- Official transcripts from each college or university attended (or high school diploma)

Applicants will be reviewed based on their completion, or anticipated completion, of prerequisites, as well as promise of academic success in their desired program. To register, please call 781.768.7100.

### **Financial Aid**

Matriculated IAS students may be eligible for financial aid. Those who are enrolled in a minimum of six credits (two courses) per semester are eligible to apply for a Federal

Direct Loan, Federal Work-Study, and the Federal Perkins Loan. A minimum of three credits (one course) are eligible to apply for a Federal Pell Grant.

### **Academic Programs for IAS students**

IAS students are welcome to apply to several Regis undergraduate programs. In order to receive their degree, students must meet Regis' general education requirements, as well as their major requirements, and any other graduation requirements as specified in this Catalog. Programs include Medical Imaging Completion Program, Interventional Radiology, Breast Imaging, Public Health, Marketing and Communications, Health Sciences, and the Nursing Bachelor's Completion Program. Other courses and programs can be considered with approval of the director of the IAS. For the Nursing Bachelor's completion program, see the Graduate Nursing section.

## **BACHELOR OF SCIENCE IN MEDICAL IMAGING**

Leonas "Leo" Nalivaika, Program Director – Gary L'Abbe Jr., Program Coordinator

There are three programs within the Medical Imaging Institute for Advancing Studies and Continuing Education.

## **Student Learning Outcomes for Medical Imaging**

Students should be able to:

- Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals
- Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images
- Discuss the various pathologies presented in diagnostic medical imaging exams
- Analyze various procedures and therapies for correct use of instrumentation
- Demonstrate ethical decisions in the clinical setting

## **General Education Requirements—41 credits**

- Natural Sciences (2 courses from 2 different disciplines)\*
- Writing Seminar I\*
- Writing Seminar II\*
- Ethics Course\*
- Statistics Course\*
- Social Science Courses (2 courses)\*
- Literature Course\*
- Philosophy Course\*
- Religion Course\*
- History Course\*
- Expressive Arts Course\*

\*Could be transferred from any accredited college/university

## **BACHELOR DEGREE COMPLETION PROGRAM (NO CONCENTRATION)**

The Bachelor of Science in Medical Imaging Sciences degree program within the Institute for Advancing Studies and Continuing Education is designed for the associate degree or diploma technologist who wishes to continue their education for professional and personal growth. The registered technologist will earn a Bachelor of Science degree with a major in medical imaging. This curriculum track also provides a foundation for students to continue their education in one of the master's degrees at Regis. The completion program can be completed full-time or part-time. Fifty-five credits will be awarded for the certification exam by ARRT, NMTCB, CAMRT, or RDMS.

## **Medical Imaging Upper-Division Courses (All are required to be taken at Regis.)**

- MI 408 Leadership in Medical Imaging
- MI 473 Quality Management
- MI 476 Medical Imaging Seminar & Capstone

- IPE 306 Research Methods
- MI 650 Pathology Across Radiology Modalities+
- Electives (if required based on total number of credits and must be approved by the program coordinator)

Total credits: 120

+ Serves as graduate elective credit for MS programs

### **Course Descriptions**

See Medical Imaging Course descriptions.

## **INTERVENTIONAL RADIOLOGY CONCENTRATION**

### **Program Focus and 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 a variety of hospitals to offer experiences through a competency-based model using state of the art equipment. The IR concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT). Students must meet the Regis core general education curriculum described within this Catalog.

### **Required for the Interventional Radiology Major& Concentration**

MI 305, MI 306, MI 350, MI 351, MI 352, MI 408, MI 473, MI 477, MI 650, Upper-Level Writing Course

### **Course Descriptions**

See Medical Imaging Course Descriptions.

## **BREAST IMAGING CONCENTRATION**

### **Program Focus and Curriculum**

The Breast Imaging concentration is geared for students who are current radiography technologists (or registry eligible) with an associate of science degree and who have the professional goal of practicing as a mammographer and breast imaging technologist.

The didactic and clinical education offers students the knowledge and skills necessary to become a competent BI technologist. Clinical education occurs at a variety of clinical sites to offer experiences through a competency-based model using state-of-the-art equipment. The BI concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT). Students must meet the Regis core general education curriculum described within the Undergraduate portion of this catalog.

### **Required for the Breast Imaging Major and Concentration**

MI 310, MI 311, MI 350, MI 351, MI 408, MI 473, MI 477, MI 650, Upper-Level Writing Course

### **Course Descriptions**

See Medical Imaging Course Descriptions.

## **BACHELOR IN PUBLIC HEALTH DEGREE COMPLETION**

The BA in Public Health Degree Completion Program is part-time and open to individuals with prior college credits and who have met the prerequisites.

### **Required for the Major**

11 three-credit courses including 2 semesters (240 hours) of internship/field experience\* plus 2 electives from list of approved.

PBH 203, PBH 206, PBH 300, PBH 303, PBH 305, PBH 307, PBH 402, PBH 409C\*, PBH, 410C, EN 329, and RS 309

\* Students with prior clinical license or community health worker certification may take one internship and three approved electives.

### **Prerequisites**

Statistics, 2 natural science courses, and Introduction to Public Health

## **BACHELOR'S IN HEALTH SCIENCES DEGREE COMPLETION**

The BS in Health Sciences Degree Completion program is open to individuals with an associate degree and license in a health science field. Students work closely with the faculty advisor to design a program of study for the Health Sciences degree. The program is offered solely at the Regis North campus in Lawrence, MA.

**Required for the Major**

- 6 upper level courses in the health sciences
- 1 internship/field experience/research experience
- MA 210 or MA 211 and MA 212
- 2 natural science courses with lab

## **BACHELOR IN MARKETING AND COMMUNICATIONS**

The BA in Marketing and Communication program is offered in a flexible format through hybrid courses online and on the Regis North campus in Lawrence, MA. Students with prior college credits and who have met the prerequisites are eligible to enroll. Students will take part in small class sizes and gain professional experience in their field.

**Required for the Major**

11 three-credit courses in business and communication; 1 internship/field experience; Religion Core

## **PROFESSIONAL ADVANCEMENT**

Regis Professional Advancement opportunities provide adult students with flexible and cutting-edge courses and educational tools needed to enhance their professional development and advance their careers.

Professional advancement opportunities at Regis range from one-credit courses in industry-specific areas, such as Personalized Medicine (RA 631) or Chinese Medical Device Regulation (RA 633), to 4-6 course certificate programs in areas including Communication for Healthcare Professionals, Integrative Health, Gerontology, Health Informatics, and more.

The design and flexibility of our Professional Advancement opportunities cater to the needs of adult learners. Hybrid (half online/half on campus), turbo (four-day accelerated options), and weekend courses enable adults working full time to gain professional development needed to advance or change their careers. Many professional development opportunities may be pursued without applying to a program at Regis, so students can choose to enroll as non-matriculated students.

## **SUMMER PROGRAMS**

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

personal enrichment or career advancement.

For more information about the summer courses at Regis, visit the [Regis website](#).

## **LIFELONG LEARNING AT REGIS COLLEGE (LLARC)**

Lifelong Learning at Regis College is an intellectually enriching program providing non-credit courses, social interaction, and intergenerational opportunities within the Regis community. LLARC was established in 2005 and now serves a membership of over 300 men and women from fifty towns in the Metro West area. The governance of LLARC is volunteer based, with instructors, organizational officers, and committee members. LLARC currently operates during two, ten-week semesters in the fall and spring as well as a four-week program in mid-winter, and a three-week program in June. The program is chiefly organized as peer study groups on a wide variety of topics proposed by the members. Most study groups use a seminar format, emphasizing discussion, usually with preparatory reading. Additionally, the entire membership is invited to attend informal noon-time lectures over a brown-bag lunch one afternoon per week. All programming occurs within the Fine Arts Center, with access to parking, classrooms, and informal gathering spaces, and on Zoom. Information about upcoming programs can be found on the LLARC section of the Regis Website at [www.regiscollege.edu/LLARC](http://www.regiscollege.edu/LLARC). For more information about LLARC, contact LLARC@regiscollege.edu or call 781-768-7135.

## **NON-DEGREE (ND) STUDENTS**

Non-degree students are non-matriculating students who do not wish to become candidates for a degree program. Students may enroll in individual classes for personal or professional enrichment. ND students who intend to become degree candidates should declare their intention so they may be properly advised.

## **CERTIFICATE PROGRAMS**

### **CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS (ABA)**

Jacquelyn MacDonald, Program Director

#### **Program Description**

The Certificate in Applied Behavior Analysis from Regis affords the student the opportunity to learn the fundamentals of ABA while gaining valuable experiences applying and evaluating the principles and methods of ABA in a supervised setting. The certificate program is designed for students currently holding a master's degree in an approved field of study.

The Association for Behavior Analysis International© has approved the course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Certification Examination®. Student will also need to gain 1500-2000 hours of supervised fieldwork experience in order to be eligible to take the Board Certified Behavior Analyst Certification Examination.

Students enrolled in the certificate program will complete 21 credit hours in course-work (7 courses) and 6-9 credit hours of supervised practicum. The program is designed for busy professionals with courses offered during the evenings and can be completed in as little as four semesters. Classes are available on campus and online.

### **Required Courses for the Certificate in ABA**

- ABA 601 Concepts and Principles 1: Introduction to Applied Behavior Analysis (3 credits)
- ABA 602 Concepts and Principles 2: Experimental Analysis of Behavior (3credits)
- ABA 604 Treatment Evaluation (3 credits)
- ABA 606 Behavior Assessment (3 credits)
- ABA 608 Behavior Intervention (3 credits)
- ABA 610 Ethical Practice in Applied Behavior Analysis (3 credits)
- ABA 616 ABA Training and Supervision
- ABA 630, ABA 631, ABA 632 Practicum (6-9 credits)

## **CERTIFICATE IN BREAST IMAGING**

### **Program Focus and Curriculum**

The Breast Imaging certificate is geared for students who are current radiography technologists (or registry eligible) with a Bachelor of Science degree and who have the professional goal of practicing as a mammographer and breast imaging technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent BI technologist. Clinical education occurs at a variety of clinical sites to offer experiences through a competency-based model using state-of-the-art equipment. The BI concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT).

### **Required for the Breast Imaging Certificate**

MI 310, MI 311, MI 350, MI 351

### **Course Descriptions**

See Medical Imaging Course Descriptions.



# CERTIFICATE IN HEALTH ADMINISTRATION

Mary Ann Hart, Program Director

## Program Description

The fifteen-credit graduate certificate in health administration introduces students to the critical ethical, legal, social, policy, and management issues in health administration. The certificate consists of five courses: three required courses and two electives. These five courses can also be applied toward fulfilling the requirements of the Master of Science in Health Administration. Electives may be chosen from courses in health administration or in other related programs per approval of the program director.

## Required Courses

- HP 601 Health Ethics and Law
- HP 602 Concepts in Health Administration
- HP 609 Health Policy, Politics, and Perspectives

## Course Description

### HP 601 Health Ethics and Law

This course introduces students to the complex area of health ethics and law. Ethical and legal issues related to common health care dilemmas, organizational and health care professional responsibilities, patient rights and responsibilities, and clinical research are among the areas of study and discussion.

### HP 602 Concepts in Health Administration

This is an introductory course to the field of health administration. Topics include health care leadership and management, strategic planning, human resources, marketing, quality management, and cultural competency/diversity in health care organizations.

### HP 609 Health Policy, Politics, and Perspectives

This course examines U.S. health care policy and the political forces that shape policies related to achieving access to care, cost control, and high value health care services.

## Electives

See courses listed under the Master of Science in Health Administration section.

# **CERTIFICATE IN INTERVENTIONAL RADIOLOGY**

## **Program Focus and Curriculum**

The Interventional Radiology certificate is geared for students who are current radiography technologists (or registry eligible) with a Bachelor 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 a variety of hospitals to offer experiences through a competency-based model using state of the art equipment.

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

## **Required for the Interventional Radiology Certificate**

MI 305, MI 306, MI 350, MI 351, MI 352

## **Course Descriptions**

See Medical Imaging Course Descriptions.

# **CERTIFICATE IN MEDICAL IMAGING**

Leonas “Leo” Nalivaika, Program Director – Gary L’Abbe Jr., Program Coordinator

There are two certificate options within medical imaging, Breast Imaging and Interventional Radiology.

## **Student Learning Outcomes for Medical Imaging**

Students should be able to:

- Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals
- Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images
- Discuss the various pathologies presented in diagnostic medical imaging exams
- Analyze various procedures and therapies for correct use of instrumentation
- Demonstrate ethical decisions in the clinical setting

# CERTIFICATE IN PUBLIC HEALTH

Leslie Mandel, Program Director

## Program Philosophy

The Graduate Certificate in Public Health is designed for individuals interested in working within public, community, or environmental health and seeking additional training in order to expand on and/or transition job responsibilities. This certificate will provide students with specialized knowledge concerning the unique factors influencing public health thus promoting health, preventing illness, and allowing individuals to make a difference within the community. Certificate is a total of 6 courses: 5 required and 1 elective from either health administration, health informatics, regulatory and clinical research management, or health communication. Students are asked to meet with their advisor to discuss courses that fulfill the elective.

## Certificate Curriculum

- PBH 600 Biostatistics
- PBH 608 Analysis of Global Public Health Issues
- PBH 633 Intro to Epidemiologic Methods
- HP 609 Health Policy, Politics, and Perspectives
- PBH 635 Contemporary Issues in Environmental Health Elective

## Course Descriptions

### PBH 600 Biostatistics

This course is designed to teach master's level students the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals, and hypothesis testing; sample size and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of confounding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading the literature.

### PBH 608 Analysis of Global Public Health Issues

In this course select issues that are vital to the health of the public both in the United States and abroad are analyzed to gain an understanding of public health practice. Guided by theoretical frameworks and conceptual models from the field of population health, students will critically examine existing data, current and proposed public policy and current practice to gain a deeper understanding of the thinking guiding global and public health scholarship and practice.

## PBH 633 Introduction to Epidemiologic Methods

This course will introduce students to the basic principles and methods of epidemiology. The course will cover methods used in research studies that address the distribution and determinants of disease in the population. This course is intended to provide an introduction to the skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

## PBH 635 Contemporary Issues in Environmental Health

Contemporary Issues in Environmental Health will address current issues and concepts in the field of environmental health. It is intended to provide students with an understanding of how environmental factors impact the health of individuals and the community. This course will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with an understanding of the health hazards resulting from exposure to physical, chemical, and biological hazards; vectors for dissemination (water, soil, fomites and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues.

# **CERTIFICATE IN REGULATORY AND 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
- One of the following two courses:
  - o RA 608 Clinical Research Methods
  - o 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 Quality Systems and Risk Management
- One of the following two courses:
  - o RA 603A Pharmaceutical Product Regulation
  - o RA 604A Medical Device Regulation

## **POST-MASTERS CERTIFICATE IN HIGHER EDUCATION LEADERSHIP**

Priscilla Boerger, Program Director

The Regis post-master's graduate certificate program in higher education leadership is a four-course certificate designed for master's or doctorally prepared university or college administrators, who are looking to expand, broaden, and renew their understanding and expertise in higher education. Students in the post-master's certificate in higher education leadership program engage in analysis of higher education issues, trends, and organizational structures in order to improve their leadership capabilities and effectiveness in higher education administration.

The program is directly aimed at working professionals in education and other leadership venues serving in capacities that focus on:

- Academic or organizational administration;
- Teaching and learning; and
- Higher education generally, including areas such as policy and advocacy.

Students enrolled in the certificate include:

- Individuals who have decided not to engage in a full doctoral degree at this time,
- Individuals/professionals who are in the process of applying to a doctoral program,
- and doctorally prepared administrators seeking additional expertise in a new area of higher education administration.

## **Certificate Requirements**

Students are required to complete the following four courses:

- ED 801 Leadership: Discovering Your Authentic Purpose
- ED 805 Higher Education: Past, Present, and Future Context
- ED 829 Co-Curricular Engagement
- ED 830 Psychology of Learning for Higher Education Leadership

# POST-MASTERS or POST-DOCTORATE CERTIFICATE IN NURSING

Sharon Higgins, Associate Dean, Weston Graduate Nursing, Michele Pedulla, Associate Dean, Online Graduate Nursing

## The Program

The purpose of the post-master's or post-doctoral clinical specialist certificate curriculum is to prepare the master's-prepared or doctorally prepared nurse for advanced practice as a family nurse practitioner, pediatric nurse practitioner, psychiatric/mental health nurse practitioner adult/geriatric nurse practitioner, or a women's health nurse practitioner with a primary care focus.

Students in the certificate curriculum must satisfactorily complete nine to ten courses at Regis. Graduate courses taken at other accredited institutions may be considered for graduate transfer credit. It is important to meet with a faculty member, program director, or advisor to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer. This program may be undertaken on a full-time or part-time basis and can be completed on the Weston or online option.

Post-Master's/Post-Doctoral Certificate in Nursing	Credits
NU 629 Health Promotion and Disease	
Prevention Across Diverse Cultures I*	3
NU 606 Advanced Pathophysiology	3
NU 605 Concepts of Nursing Leadership	3
NU 641 Advanced Clinical Pharmacology	3
(Note: NU 641 MUST be taken within two semester of entering NU 664)	
NU 650 Advanced Health Assessment	3
(Note: NU 650 must be taken in the semester prior to primary care.)	
NU 643 Advanced Psychopharmacology (for Psyche/Mental Health NPs)	3
NU 664A Primary Care of the Child I	8
or NU 664B Primary Care of the Family I	8
or NU 664C Primary Mental Health Care of the Client I	8
or NU 664D Women's Health Nurse Practitioner I	8

or NU 664E Primary Care of the Adult-Geriatric Client I	8
NU 661 Care of the Childbearing Woman (For WHNPs)	3
or NU 646 Theory and Practice of Contemporary Psychotherapies (For Psyche/Mental Health NPs)	3
or	
HP 626 Sociological, Political, and Economic Perspectives in Aging (for Adult-Geri NPs)	3
Graduate Elective (Family and Pediatric NP's)	3
NU 665A Primary Care of the Child II	8
or NU 665B Primary Care of the Family II	8
or NU 665C Psychiatric Mental Health Care of the Client II	8
or NU 665D Women's Health Nurse Practitioner II	8
NU 665E Primary Care of the Adult-Geriatric Client II	8
NU 668 Roles and Issues in Advanced Practice Nursing	3
Total credits: 37-40	

## **POST-MASTERS CERTIFICATE FOR APRNS WITH A MASTER DEGREE IN NURSING**

Sharon Higgins, Associate Dean, Weston Graduate Nursing, Michele Pedulla, Associate Dean, Online Graduate Nursing

### **The Program**

The purpose of the post-master's/post-doctoral certificate curriculum for certified NPs is to prepare the master's prepared or doctoral 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 nurse practitioner, adult/geriatric nurse practitioner or women's health nurse practitioner with a primary care focus. Many of these courses are transferable from a previous nurse practitioner program if taken as graduate courses. Each individual's transcript and years of experience as a nurse practitioner will be reviewed to determine the final curriculum to be taken at Regis. It is important to meet with a faculty member, program director, or advisor to develop a personal curriculum plan as the sequencing of courses can affect the time it takes to complete the program. Courses are offered during the day, in the



evening, on weekends, during the summer and online. This program may be undertaken on a full-time or part-time basis and is offered on the Weston or in the online option. Completion time varies based on previous courses taken.

<b>Curriculum</b>	<b>Credits</b>
NU 606 Advanced Pathophysiology	3
NU 629 Advanced Health Promotion and Disease Prevention Across Diverse Populations	3
605 Concepts in Nursing Leadership	3
NU 641 Advanced Clinical Pharmacology	3
(Note: NU 641 MUST be taken within the two semesters prior to entering NU 664)	
NU 650 Advanced Health Assessment (Note: NU 650 MUST be taken the semester prior to NU 664)	3
NU 664 Primary Care Concentration I-A, B, C, D or E	8
NU 661 Care of the Childbearing Woman (For WHNPs)	3
NU 643 Advanced Psychopharmacology (For Psych/Mental Health NPs)	3
NU 646 Theory and Practice of Contemporary Psychotherapies (For Psych/Mental Health NPs)	3
HP 626 Sociological, Political, and Economic Perspectives in Aging (For Adult-Geri NPs)	3
Graduate Elective (Family and Pediatrics)	3
NU 665 Primary Care Concentration II—A, B, C, D, or E	8
NU 668 Roles and Issues in Advanced Practice Nursing	3
Total credits:	37-40

# POST-MASTERS CERTIFICATE IN ADVANCED PRACTICE ADDICTIONS NURSING

Shari Harding, Program Director

This program is designed for master's prepared advanced practice nurses to expand their scope of practice in the specialty of advanced addictions nursing care. The curriculum consists of four courses (two didactic and two clinical) focused on addictions specialty content including neurobiology, addiction pharmacology, and advanced nursing management of addictions across the lifespan including special populations. The curriculum requires 12 credits of didactic and clinical coursework, which includes 500 supervised clinical hours in an addiction setting. Upon completion of the program, the advanced practice nurse will be prepared to work in an addiction specialty setting. The certificate program partially fulfills the requirements to sit for the Certified Addictions Registered Nurse-Advanced Practice (CARN-AP) examination for those who wish to pursue it. Courses may be taken one or two at a time such that the program could be completed over two to four semesters.

Curriculum	Credits
NU 680 Advanced Practice Addictions Nursing I	3
NU 681 Advanced Practice Addictions Nursing Practicum I	3
NU 682 Advanced Practice Addictions Nursing II	3
NU 683 Advanced Practice Addictions Nursing Practicum II	3

## CERTIFICATE IN INTEGRATIVE HEALTH

Valerie Hunt, Associate Dean of Graduate Nursing

### Program Philosophy

The Integrative Health Certificate provides an opportunity for health care professionals to more fully develop their knowledge, skills, and commitment to holistic practice. The courses are designed to address the overall scope of modalities and their use and the science behind them as well as an in-depth focus on integrative health in one specific area. All students participate in a mentorship experience tailored to the candidate's own level of experience and career interests.

### Program Objectives

- Facilitate personal and professional growth through exploration of integrative health initiatives.

- Provide students with a practical, in-depth mentorship experience in integrative health.

### **Required Courses**

- 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

## **CERTIFICATE IN NURSING LEADERSHIP**

Valerie Hunt, Program Director

### **The Program**

Regis College Graduate School of Nursing offers a twelve 12 credit certificate program in Nursing Leadership for nurses with a Master's Degree in Nursing. The certificate program is for nurses who are pursuing advanced knowledge and skills in nursing leadership. The program consists of four 3 credit courses with a forty 40 hour fieldwork. During the fieldwork experience, the student is precepted by a nurse leader and participates in an evidence-based nursing leadership project. Courses are taught by Regis faculty in a hybrid format that means in-class sessions are held on an alternating basis with online assignments.

### **Required Core Courses**

- NU 605 Concepts in Nursing Leadership
- NU 623 Regulatory Issues in Nursing Leadership (with 40 hour fieldwork)

Additional Courses: two (3) credit graduate courses

- Graduate course(s) in nursing informatics, global health and/or health care quality management

See graduate nursing section for course descriptions.

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