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PRESIDENT’S message

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

A Catholic college guided by the values of our founders, the Sisters of St. Joseph of Boston, Regis is a welcoming, growing and diverse learning community. Students of different ages, backgrounds, and heritages all love this campus. By cultivating understanding and celebrating our differences, we all learn global citizenship. Like the courageous founders of the College, contemporary faculty and staff strive to sustain a sense of excellence, a vision of the common good, and a dedicated purpose.

Here you will be encouraged to identify your purpose, find your path, and become a positive influence on society. Today, you are a student challenging yourself intellectually. Tomorrow, you will have strengthened your knowledge and talents so that, wherever you go on the globe, you can lead and serve, bringing your insight and skill to those who need it.

I know that, with the dedicated support of your teachers and college staff, and in the company of fellow students, you will achieve new milestones. Regis College looks forward to teaching, learning, and advancing with you as you pursue the goals of your life, whether academic and professional or personal, social, and spiritual.

Welcome!

Mary Jane England ’59, MD
President
Prospective students for all programs are welcome and encouraged to visit the Regis College campus as an important component in the application process. Students who wish to arrange a campus tour, personal interview, or class visit may contact the Office of Admission at 866-GET-REGIS (866-438-7344).

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

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

For complete directions to Regis College locations, as well as campus and local area maps, please see pages 172-173.
Regis College, through education in the arts, sciences, and professions, empowers women and men to challenge themselves academically, to lead, and to serve. A Catholic college, Regis is a diverse and welcoming community guided by the values of the Sisters of St. Joseph of Boston.
Founded eighty years ago by the Congregation of the Sisters of St. Joseph of Boston, whose members desired to put their resources to use for the good of society through education, Regis College was incorporated under the laws of the Commonwealth of Massachusetts on February 12, 1927. Through its charter, the College was empowered from the beginning to grant all the degrees ordinarily conferred by colleges in the Commonwealth, including the doctorate.

When the College opened in September 1927, it began meeting the urgent need of a Catholic college for women that would offer the facilities and advantages of higher education to both resident and nonresident students. During the 1970s, Regis began offering graduate degrees. Eighty years of a strong tradition brought the College to an historical moment in August 2006 when the Regis College Board of Trustees affirmed a “case for growth” that developed co-education at the undergraduate level, expanded the College’s graduate programs and emphasis, established a two-school model (School of Liberal Arts, Education and Social Sciences and School of Nursing, Science, and Health Professions), and promoted curricula to serve the needs of different populations of students in the twenty-first century.

In the first decade of this century, Regis College has itself walked a path of transformation. In January 2007, Regis began offering its first doctoral program (the DNP or Doctorate of Nursing Practice). In September 2007, Regis College officially and seamlessly made the co-ed transition and opened its doors to men as well as women undergraduates. In 2008, the Regis faculty strengthened the core curriculum at Regis through a major revamping. For 2008-2011, Regis has been named a Center of Excellence in Nursing Education by the National League of Nursing - the only nursing program in New England to be so designated. In 2009-2010, the College built aesthetically pleasing, state-of-the-art athletic fields on its north side. And in 2010 the College began implementing ten interdisciplinary Pathways of Achievement to guide all who study here - graduate and undergraduate students alike - through various arts and sciences to the realization of their academic and professional goals. Bring your purpose and find your path at Regis. We will meet you on your way.
REGIS COLLEGE

at a glance

- **The College**
  A liberal arts and sciences college in the Catholic tradition, Regis College is a co-educational institution offering undergraduate and graduate programs leading to associate, baccalaureate, master’s, and doctorate degrees.

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

- **Enrollment**
  More than 1,600 students (full-time, part-time, undergraduate, graduate, and adult learners).

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

- **Library**
  Regis College Library houses a well-balanced collection of books, periodicals, and online services to meet the research needs of undergraduate and graduate students. Regis College library is a member of the Minuteman Library Network (MLN), a large, robust consortium in the local metrowest area. Regis College students have access to the collections of 8 local academic libraries and 35 public libraries. The online catalog and a variety of electronic databases are available from workstations throughout the Library, in other campus locations, and via the Web from the College’s homepage.

  The Reference Desk is staffed with librarians and student assistants to help students with research needs. Individual students or classes may request information literacy instruction. Interlibrary Loan service is available for books and journal articles not owned by one of the WEBnet libraries.

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

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

- **Accreditation**
  Regis College is accredited by the New England Association of Schools and Colleges. The Elementary, Moderate Special Needs, and Secondary Education Programs (English, History, Mathematics, and Spanish) have been approved for Interstate Certification and meet the standards of the Interstate Certification Compact/National Association of State Directors of Teacher Education and Certification. The
Social Work Program is accredited by the Council on Social Work Education. The Nursing Programs are accredited by the National League for Nursing Accrediting Commission (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326 phone 404-975-5000 www.nlnac.org). The Medical Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT, 20 N. Wacker Street, Suite 2850, Chicago, IL 60606-3282; 312-704-5300).

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

- **Financial Aid**
  More than 85 percent of undergraduate students receive some form of financial assistance.

- **Degrees and Certifications**
  Courses offered lead to these degrees and certifications:
  - Associate of Science
  - Bachelor of Arts
  - Bachelor of Social Work
  - Bachelor of Science
  - Master of Arts in Teaching
  - Master of Science
  - Post-Master’s Certifications in Nursing
  - Doctor of Nursing Practice
  - Certificate in Communication for Health Care Professionals
  - Certificate in Health Administration
  - Certificate in Product Regulation
  - Certificate in Clinical Research
  - Certificate in Nursing Leadership/Health Administration
  - Certificate in Health Informatics
  - Certificate in Gerontology
Implemented in February, 2010, the ten Pathways of Achievement, five undergraduate and five graduate, are focused in the two Schools of the College, the School of Liberal Arts, Education, and Social Sciences and the School of Nursing, Sciences, and Health Professions.

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

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

1. Nursing (multiple entry, multiple tracks)
   - Generic Master’s through DNP
   - Post-Baccalaureate and Other Certificates in Gerontology, Informatics, Nursing Leadership, Clinical Research, Product Regulation

2. Health Professions (Master’s degrees)
   - Health Administration
   - Health Product Regulation
   - RT to MS in Health Administration

3. Science [MS under development]
   - Post-Baccalaureate Certificate in Public Health (under development)

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

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

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

1. Liberal Arts and Education, with options toward the straight major and toward educational licensure
   - BA in English (Licensure in Elementary or Secondary Education available)
   - BA in History (Licensure in Elementary or Secondary Education available)
   - BA in Liberal Studies (Licensure in Elementary Education available)
   - BA in Mathematics Education (Licensure in Elementary or Secondary Education)
   - BA in Spanish (Licensure in Elementary or Secondary Education available)
   - Certificate in Early Childhood Education
2. Business and Social Science
   - BA in Management and Leadership
   - BA in Communication
   - BA in Law and Government, International Relations, Political Science (Licensure in Elementary Education available)
   - BA in Sociology (Licensure in Elementary Education available)

3. Nursing
   - Multiple entry points allowing different routes to different undergraduate degrees and certifications including the BSN, Associate of Science, and Professional Certificates

4. Health and Human Service
   - BS in Health and Fitness, with tracks in Nutrition and in Sports Management
   - BSW in Social Work
   - Public Health—minor

5. Science
   - BA in Biology
   - BA in Psychology (Licensure in Elementary Education available)
ASSOCIATE DEGREE PROGRAMS

at a glance

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

- Location
  Professional courses in nursing and radiography are held on the Medford campus located seven miles north of Boston. This campus shares its site with Lawrence Memorial Hospital, a 134-bed, non-profit acute care facility, and the Courtyard Nursing Care Center, a 224-bed state-of-the-art nursing center, both affiliates of Hallmark Health. Required courses that are not nursing or radiography courses are offered on the main campus of Regis College in Weston, Mass. On the Weston campus, students have access to all Regis College facilities including libraries, laboratories, technology centers and athletic facilities. Since both campuses are located close to Boston, students enjoy entertainment, shopping, and dining venues as well as historical and cultural events unique to the city.

- Enrollment
  Total enrollment is about 300 students whose ages range from 17 to over 50. The majority of students are 21 to 30 years old and most have taken some college level courses prior to enrollment. About ten percent are male students and eight percent are minority.

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

- Library
  The Medford campus library serves the information needs of the school’s faculty and students as well as the health system’s administrators, medical staff and employees. The library is accessible to students 24 hours a day, 7 days a week and is staffed Monday through Friday. All entering students receive basic library instruction as part of the orientation program. The librarian also provides group and individual instruction to students throughout their enrollment including database searching and World Wide Web searching.
  The library collection contains over 2,000 volumes and approximately 130 health-related periodicals, one-third of which are nursing titles. Computers are available for searching CINAHL, the preeminent nursing database as well as for word processing, PowerPoint production and Internet access for academic research. Access to evidence-
based resources such as the Joanna Briggs Institute, Nursing Reference Center, Dynamed, and the Cochrane Library of Systematic Reviews is also available.

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

**Admission**

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

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

**Accreditation**

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

The Medical Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-5300, Phone: 312.704.5300, Fax: 312.704.5304, www.jrcert.org.

**Laboratory Facilities**

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

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

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

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

**Financial Aid**

The Lawrence Memorial / Regis College Nursing and Medical Radiography Programs offer a number of financial aid programs to help students meet their educational costs. Over 85 percent of students receive some form of financial assistance. Questions regarding financial aid programs and opportunities may be directed to the Financial Aid Coordinator, Medford campus.
Athletic Facility
The Athletic Facility features a competition-size swimming pool with an outdoor patio and sun deck; a Jacuzzi and sauna; a multipurpose room that incorporates a regulation basketball court, two tennis courts, and volleyball and badminton courts; a lounge area and athletic offices; a dance studio; a fitness center with weight machines and cardiovascular equipment; a trainer’s room; a team room; and offices for several staff members. The C3 Café is located in the lobby of the Athletic Facility.

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

Bookstore
The Regis College Bookstore is operated on behalf of Regis College by Follett Higher Education Group. The Bookstore is located on the lower level of the Student Union. (The Bookstore offers many services and can be reached through efollett.com or at 781.768.8119)

Campus Buses —Transportation
Shuttle service is provided to and from the Riverside MBTA station. Shuttle schedules are posted on-line, outside the Student Union and are available in the Campus Police Office.

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

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

Dining Service
Regis College Dining Service is an integral part of student life on campus.

Aramark manages three food services locations at Regis College.

The Main Dining Hall is a food court located in Alumnae Hall that serves the campus community breakfast, lunch and dinner. The meals range from classic home-style meals to ethnic cuisines. The College Café offers a made to order service. The College Café is located in the Student Union and features pool tables, ping pong tables, and televisions. The C3 is a convenience location on the top floor of the Athletic Center. The C3 offers grab-and-go sandwiches, snacks and beverages.
Fine Arts Center
The Fine Arts Center provides the ideal setting for the integration of modern technology into an interdisciplinary approach to the study of art, music, and drama. The centerpiece of the Fine Arts Center is the Eleanor Welch Casey Theatre, a 650-seat theatre/concert hall equipped with advanced lighting, sound, and staging technologies. The 80-seat Black Box Theatre serves drama classes, workshops, rehearsals, and performances. The Carney Gallery, an intimate room of 1,000 square feet, is located on the first floor just off the Lobby/ Atrium and presents four to five exhibitions of work by contemporary artists each year.

The Music Department, located on the second floor of the Fine Arts Center, has rooms for practice and classroom use. The acoustically balanced Choral Room will accommodate a chorus of sixty-five voices.

The third floor holds graphic design instructional labs, studios, and a small lecture hall. The technology available in this area allows students to produce digital designs and graphics for presentations and interactive CD-ROM publications as well as create works in traditional print media.

Health Services
Regis College Health Services promotes wellness by providing primary health care, preventive services, and health education. The professional staff of nurse practitioners, counselors, and on-call physicians are experienced providers who specialize in the diagnosis and treatment of college health problems.

Health Services mission is to provide students with timely, convenient, and high quality primary care services in a caring environment that respects the student’s dignity, diversity, and privacy. Health Services maintains a policy of strict confidentiality for all services and medical records. Information will be released only with the written consent of the student or as required by law. All students are encouraged to use Health Services not only when they are ill or injured but also when they have questions or concerns about health issues. The goal of Health Service is to give students the tools needed to make positive health choices by providing up-to-date health information.

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

Post Office
The Post Office, located on the lower level of the Student Union, is open during all hours of Student Union operation. All full-time students are provided with a post office box and combination. The Post Office sells stamps and mails domestic packages (with certain restrictions) and international packages weighing less than six ounces. The United States Post Office also provides a mailbox on campus located outside the Student Union with pick-ups indicated on the mail slot.

Information Technology Services
The Information Technology Services (ITS) group at Regis College is responsible for the oversight and maintenance of all computers and network services for Regis’ faculty and staff as well as all Regis owned lab computers. This includes the 24/7 computer labs, the Fine Arts Center labs, the library computer labs and other discipline specific labs. The ITS group is also responsible for telephone and cable TV support, as well as maintaining Regis’ website, Internet connectivity and network services such as email and learning management systems.

The ITS department is located on the 1st floor of College Hall with the helpdesk housed in room 131. ITS is committed to the integration and support of technology in every aspect of campus life.
College Policies
The following college policies are applicable to Regis College baccalaureate and graduate students. Students enrolled in Lawrence Memorial/Regis College programs in Nursing and Medical Radiography should refer to the Lawrence Memorial/Regis College catalogs or to the Website www.lmregis.org.

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

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

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

This last item on the list is also known as plagiarism. Because it can be confusing for new students to understand how to build on others’ ideas in making their own arguments, Regis provides all incoming students with a handbook on academic integrity. Students sign a contract agreeing that they are responsible for learning how to properly cite information. The library and Student Success Center have additional resources for learning about proper citations of sources.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Right of Access to Student Records**
Students eighteen years of age or older may obtain access to their educational records and may request that changes/deletions be made to such records when the student believes that the records are inaccurate, misleading, or otherwise in violation of the student’s rights. Parents of students younger than eighteen years of age may exercise the same rights on behalf of such students.

Procedure concerning review of records: student/parent obtains request form from Registrar; student/parent makes appointment with appropriate office; office files completed form with Registrar; student/parent refers any request for correction or hearing to the Office of the President.

**Student Records Accessible for Examination**
- Academic records
- Dean of Students records
- Registrar—grades
- Career Development records

**Student Records not Accessible for Examination**
- Financial records of parents
- Law enforcement records
- Medical and psychiatric records
- Recommendations filed prior to January 1, 1975
- Records waived by student for right of access
Summer School or Other Non-Regis Courses
Students may attend summer school or regular sessions at an approved and accredit-
ed college or university for personal enrichment, to remove deficiencies, to strength-
en an area needing improvement, or to take courses unavailable at Regis College
because of scheduling conflicts. To be considered for transfer, the course must be a
three- or four-credit-hour course. The course must be pre-approved by the under-
graduate student’s faculty advisor and program coordinator, and the student must
complete and file a form in the Registrar’s Office. Graduate students must contact
the graduate program director regarding approval for any non-Regis course and must
also file the required form with the Registrar. Ordinarily, no more than two under-
graduate courses per summer session can be taken for degree credit. Without spe-
cial permission, undergraduate students may not take major courses elsewhere. No
undergraduate course will be considered for transfer unless the student has achieved
a course grade of C- or better. No graduate course will be considered for transfer
unless the student has achieved a course grade of B- or better.

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

Withdrawal from Courses
A student choosing to withdraw from a course must obtain a course withdrawal form
from the Office of the Registrar. Please refer to the Academic Calendar for deadline
dates.

Withdrawal from the College
An undergraduate student choosing to withdraw from the College should indicate
the desire to withdraw to the Associate Dean, Director of Student Success Center,
and should obtain instructions for withdrawal. A graduate student should inform the
graduate program director and should receive instructions on withdrawal. The student
has the responsibility of acquiring the appropriate signatures on the withdrawal form.
It is important that this procedure be followed not only to inform each office that a
student is not returning, but also to ensure that all matters (academic and financial)
are settled before the student leaves so that the College can determine if the student
is eligible for future recommendations that state the student left the College in good
standing. Failure to withdraw in a proper and timely manner may affect the student’s
financial aid.
Procedures & Requirements
Regis College seeks students committed to developing their academic ability, personal goals, and leadership skills. The focus of the Regis College experience is the total development of the person. The candidate's secondary school record (including grades, level of courses over the four years, and class standing) or GED score report, essay, letters of recommendation, and SAT I or American College Testing Assessment (ACT) scores are carefully reviewed. An interview with an admission representative is highly recommended.

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

Undergraduate students are considered for admission in September and January. All undergraduate candidates for admission will be evaluated through the rolling admission process and reviewed on an individual basis. Priority will be given to application filed by February 15 for the fall semester and December 1 for the spring semester. Completed applications will receive a decision letter within three weeks. Applications received after the priority deadline will be considered only when space is available.

Admitted students should submit a non-refundable enrollment deposit by the Candidate’s Reply date of May 1; or by alternate date specified by the Director of Admission. Deposits received after May 1 will be accepted on a space-available basis. Admitted students applying for the spring semester (January) should submit a non-refundable enrollment deposit by January 1.

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

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

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

A final high school transcript and an official indication of graduation must be received by the Office of Admission no later than July 15. Failure to submit these documents may result in the student’s acceptance being rescinded.
Early Action
Early Action is a non-binding early admission program for high school seniors, who wish to receive early notification. A completed Early Action application must be postmarked by December 1. Students who apply for early action acceptance will receive notification of admission as early as January. Students admitted under the Early Action plan will have until the Candidate’s Reply Date of May 1 to submit their non-refundable enrollment deposit. Students who are deferred to the regular pool will be reconsidered after submission of their first semester grades and will be notified within three weeks of their completed application.

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

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

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

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

Home-Schooled students must submit all syllabi, reading lists, and grading records. If the student is pursuing a specific independent study course, the student should submit all information on the requirements for this course. In addition, the student is required to submit the SAT Reasoning or ACT scores as well as three SAT II test scores. We will
review the application carefully, and if more information is required, the student may be sent a request to come to campus for further testing.

Undergraduate Nursing Applicants
Undergraduate applicants indicating an interest in nursing must be aware of the additional admission standards set by the Nursing Department. Candidates will be evaluated for admission to Regis College and the nursing program at the time of application. Admission to the nursing program is competitive, due to the large number of applications received for the program and the limited number of spots available. For additional Nursing Admission Policies please see page 85 of the academic catalog.

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

Transfer credits are evaluated individually and awarded for courses that are similar in content and depth to those offered at Regis College. Every attempt is made to transfer the maximum number of credits earned prior to a student’s admission to the College. The number of courses that apply to a particular program determine the number of credits and courses that need to be taken at Regis College. All conventional undergraduate students must enroll in 16 Regis College courses (for the classes of 2011 and 2012) or 54 Regis College credits (for the classes of 2013 and beyond), the majority of which should be taken during the final two years of Regis enrollment. Adult Learners (23 years of age or older with prior college experience) must enroll in 12 Regis College courses (for the classes of 2011 and 2012) or 40 Regis College credits (for the classes of 2013 and beyond), the majority of which should be taken during the final two years of Regis enrollment.

Regis College participates in articulation agreements with several two-year colleges to help facilitate the process of transferring between the institutions.

Evaluation of courses is based on the following factors:

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

Note

- Some professional programs of study have special policies regarding transfer credits. Students should refer to the Program Handbook for information on transfer credit policies specific to a particular professional degree program.
- Students may appeal the transfer credit evaluation by submitting a written request to the Vice President of Academic Affairs. The review of the appeal shall be based on course descriptions, outlines, objectives, learning outcomes and/or other relevant information.
- Students must complete the minimum number of Regis College courses or credits (described above) to be awarded a bachelor’s degree.
Articulation Agreements
Regis College holds articulation agreements with the following colleges*:
- Bunker Hill Community College
- Community College of Rhode Island
- Dean College
- Marian Court College
- Massachusetts Bay Community College
- Mount Wachusetts Community College
- Kyoto Notre Dame University, Kyoto, Japan
*Additional articulation agreements have been established with individual academic programs.

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

Undergraduate Application Checklist
All prospective students should submit*:
- Application for admission (students should apply online via either The Common Application with the Regis College supplement or the Regis College online application both of which may be found on our website at www.regiscollege.edu/apply.
- Application essay
- Non-refundable $50 application fee

First-Year Students
- Official high school transcript and/or GED score report
- First-quarter senior grades/ midterm grades
- SAT Reasoning or ACT scores
- Two letters of recommendation (one from a secondary school counselor; one from a teacher)

Transfer Students
- Official high school transcript or GED score reports
- Official college transcript(s) from all colleges previously attended
- Letter of recommendation from college professor
- Completed midterm grade report of courses in progress
- Course description of each class completed or college academic catalog
- Personal statement explaining your reasons for transferring
- SAT Reasoning or ACT scores – may be waived at the discretion of Director of Admission, please submit written request to be evaluated.

International Students
In addition to the above, international students should submit:
- Official Translation of transcripts
- TOEFL (Test of English as a Foreign Language) score reports (if English is not your native language)
- Declaration of Finances and an official bank statement
*Exceptions to the above requirements may be considered on an individual basis.

**Entrance Examinations**
Applicants are required to submit their scores from the SAT Reasoning or the American College Testing Assessment (ACT). For students whose first language is not English, results from the Test of English as a Foreign Language (TOEFL) should also be submitted. 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.

Regis College CEEB Code: 3723
Regis College ACT Code: 1886

**Advanced Placement**
Students who have been enrolled in advanced placement courses in secondary school should take the Advanced Placement Examinations. These examinations may be used for course placement purposes. Students may be granted college credit for scores of three, four, or five on the exams. In some instances, a score of four or five is required by a department for credit. These courses will count towards credits required for completion of the degree. The courses may or may not count towards the requirement of the major, depending upon a particular program’s policy.

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

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

**Application Reactivation**
Applicants, whose applications for admission are more than one year old, as well as those seeking to re-enroll at Regis College, must inform the Office of Admission and complete a reactivation form (available from the Office of Admission and online). This form must be completed to reactivate the admission file. Reactivated applications will be considered after all appropriate materials have been received.

**Campus Visits**
Prospective students and their families are encouraged to visit the Regis College campus. The College offers many opportunities for students to visit include Open House programs, Overnights, individual interviews, and student-led campus tours. Prospective students are invited to spend the day on campus, attend classes, and tour the campus. The Office of Admission is open Monday through Friday, 9 a.m.–4:30 p.m., during the academic year and Monday through Friday, 8 a.m.–5 p.m. during the summer months.
Regis College offers educational opportunities to students regardless of their economic circumstances. Financial aid is awarded on a competitive basis, with financial need being the primary factor. Admission decisions are made without regard for financial need, and only after a student is accepted does the College review the application for financial aid.

Financial aid from Regis College is intended to supplement the student’s (and family’s) maximum effort toward meeting the cost of a private college education. Because the need for assistance may exceed the amount of resources available, students should seek scholarships, grants, and/or loans through local, state, or private sources.

Regis College offers many types of financial aid. Students may be awarded scholarship funds or one of the federal and state programs in which the college participates. Federal programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Direct Loan, Federal Smart Grant, Academic Competitiveness Grant, and Federal Work-Study (FWS). State programs for Massachusetts residents include the Massachusetts State Grant, and the Gilbert Grant. Residents of other states may qualify for the scholarship program specific to their state. A student may receive financial assistance from one or a number of these sources, as eligibility and funding allow.

Financial aid is awarded on an annual basis, and applicants must reapply for assistance each year. Renewal of a student’s financial assistance in future years is contingent upon the following:

1. The student must file all application materials by the designated priority filing date.
2. The student’s financial circumstances, calculated eligibility and enrollment status must remain consistent with the prior year.
3. Federal and state sources of funding remain available.
4. The student is determined to be making “satisfactory academic progress” as defined by Regis College and federal regulations governing the financial aid programs. To remain eligible for Regis College need-based grants or federal and state sources of funding, a 2.0 GPA is required (1.75 for the freshman first semester). The student must also complete 66 percent of attempted courses.

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

Under Financial Aid
Click on Alternative Financing.

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

The FAFSA should be completed as soon as possible after January 1 for the following academic year. While applications are considered on a rolling basis, financial aid is distributed on
a first-come, first-served basis. Regis College strongly recommends that returning students file the FAFSA by April 15 (see FAFSA online at www.fafsa.ed.gov).

Regis College is an active participant in all veteran’s educational reimbursement programs. For the Yellow Ribbon (post 9/11 GI Bill) program, Regis contributes $9,000 toward tuition. This $9,000 is matched by the Veteran’s Administration. Additional off-campus housing and textbook benefits are provided under the Yellow Ribbon Program.

Full-Time First-Year and Transfer Students
All first-year and transfer students must be accepted for admission before a determination of eligibility for assistance will be made. Students should begin the financial aid application process early, regardless of whether a decision has been made regarding their acceptance to the College.

In addition to the FAFSA, all first-year and transfer students must complete the Regis College Application for Financial Aid. This form is part of the Office of Admission’s application packet and is available on the Regis College Website at www.regiscollege.edu.

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

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

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

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

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

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

Billing Policies and Procedures

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

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

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

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

*Information about tuition, fees, and other charges for students enrolled in Lawrence Memorial/Regis College programs may be found on the Lawrence Memorial/Regis College website: www.lmregis.org.
less any unpaid assessed room damage charges, parking/library fines, or reimbursement for lost athletic or health services equipment or other miscellaneous items.

Payment Policies and Procedures

Student Account bills may be paid in person at the Bursar’s Office; otherwise, payments should be mailed to:

Regis College, c/o Century Bank, 31 Boylston St., Chestnut Hill, MA 02467-1719

Checks should be made payable to “Regis College.” Payment by VISA, MasterCard, American Express, or Discover Card is accepted.

Those wishing to pay by electronic bank-to-bank transfer of funds must contact the bursar at 781-768-7206 to obtain the necessary banking information.

Students may view account statements at any time on his/her Regis Access account. Students assume full responsibility for payment of their accounts with Regis College and for any and all costs incurred to collect payment, including late fees, collection costs and attorney’s fees.

Late Fee

All accounts not settled by each semester’s billing due date may be assessed a $100 per month late payment fee. Additional monthly late payment charges may be assessed. Students are urged to retain copies of all account statements.

Refund Policies

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

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

The date of withdrawal is generally considered to be the last day the student attended classes. Deposits and certain fees are not refundable at any time.

Withdrawal refunds may be subject to an administrative processing charge of $100.

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Refund</th>
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</thead>
<tbody>
<tr>
<td>Prior to the start of classes</td>
<td>100%</td>
</tr>
<tr>
<td>During the 1st and 2nd week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During the 3rd week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During the 4th week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>During the 5th week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal after the 5th week of class</td>
<td>No refund</td>
</tr>
</tbody>
</table>
Withdrawals

A student who is withdrawing from the College must complete a Withdrawal Form which may be obtained from the Registrar’s Office. It is the student’s responsibility to obtain the necessary authorized signatures in order to ensure that all academic and financial matters are settled before the student leaves. Refunds will be delayed for any student who has not properly withdrawn.

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

Payment Plans

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

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

Statement of Account

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

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

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to the College. Federal Stafford Loans, for example, are subject to fees of 1 to 3% of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans.

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

Outside Scholarships/Awards

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

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

Third-Party Billings

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

Health Insurance

Massachusetts law requires undergraduate students taking nine (9) credits or more to either demonstrate proof of comparable health insurance coverage or purchase a qualifying student health insurance plan. In order to assure that ALL Regis College students are properly insured to meet the state law, all students are initially charged on their student account for the cost of the Harvard Pilgrim Health Care Student Injury and Sickness Insurance Plan. It is then your choice whether to enroll in this insurance plan or waive the insurance and remain on your family or individual plan. Once enrolled in the Plan and the fee charged, it will not be removed from a student’s account. The enrollment/waiver period will be July to September. To waive this insurance, go to https://studentcenter.uhcsr.com/regis. To enroll in this plan, you must also go on-line to https://studentcenter.uhcsr.com/regis.

Inquiries regarding plan coverage and related health services matters should be made to the Health Services Outpatient facility located in Maria Hall, 781-768-7290.
The quality of a student’s course work is indicated by grades with the following significance:

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

*A grade of B- is the passing grade required for all baccalaureate Nursing courses.

Course grades are determined by the combined marks of class work, attendance, participation, and term examinations.

In order to qualify for the degree, a student must attain a cumulative grade-point average (GPA) of at least 2.00. To be in good academic standing, a student must have a cumulative grade point average of at least 2.00 (1.75 for the first semester of first year). Students pursuing Education, Social Work, or Nursing must maintain a higher grade-point average and should request that information from the program. Class standing is determined as follows: To be eligible to enter the sophomore year, the student must have successfully completed a minimum of 9 courses/30 credits; to be eligible to enter the junior year, the student must have completed a minimum of 18 courses/60 credits; to be eligible to enter the senior year, the student must have completed a minimum of 27 courses/90 credits.

**Pass/No Pass Grading Option**

Each student may take one course each semester on a pass/no pass basis (except EN 101-102, EN 105, EN 106, MA 100, RC 101, RC 102, and courses required for a major). Only one course may be taken with the pass/no pass option in the minor field. Only P or NP will be recorded on the student’s permanent record. The grade will not be computed in the quality point average, but the course/credits will be applied to the requirements for graduation. The student is responsible for filing a request form in the Office of the Registrar on or before deadline date. The choice is final; no student may ask later to have a pass/no pass grade changed to a letter grade or a letter grade converted to a pass/no pass grade. For College Honors, a student can take no more than four courses required for the degree on a pass/no pass basis.

**Institutional Credit**

Certain courses such as MA 096 and EN 100 carry institutional credit only. Institutional credit is credit that may not be applied toward graduation, but may be assigned value for purposes of semester load and tuition. Institutional credit is included in the GPA and in determining eligibility for financial aid. Students required to take courses receiving institutional credit do so in addition to the courses required for graduation credit.
Repeating a Course
Students may not repeat a course more than once. Students may not repeat a course in which they have earned a passing grade. Exceptions to this rule are earning a third D in a major subject and failure to earn the grade necessary to advance to a sequential course (e.g., MA 101-102).

Dismissal from a Major
Students who earn two Fs in a major subject may be dismissed from that major. (The department has the authority to dismiss a student from the major.)

Academic Probation/Mandatory Leave of Absence
A student who is not in good academic standing is placed on academic probation. This is a serious warning that the student’s record is unsatisfactory.

Student records are reviewed each semester by the Academic Standing Committee, which will advise the student with regard to the course load that the student should carry and/or the student’s ability to continue as a Regis College student. A student on academic probation may not hold student office or participate in intercollegiate athletics.

A student on academic probation who shows no signs of improvement and/or a student who fails three courses in any semester will be placed on a mandatory leave of absence from the College for at least one semester. If the student can make up deficiencies and produce evidence that he/she would benefit from the opportunity of continuing his/her program at Regis College, he/she may petition the Associate Dean, Academic Support Services, in writing for re-entry to the College.

Leave of Absence
Students may request a one- or two-semester leave of absence. Such requests should be addressed, in writing, to the Associate Dean, Academic Support Services. Prior to making a formal request for a leave of absence, the student must schedule conferences with the student’s academic advisor and the Associate Dean, Academic Support Services.
The advising system at Regis College is designed to provide each student with individualized counseling, both in setting goals and in devising plans for using curriculum to achieve these goals. Student Success Center personnel also assist students in finding ways to enhance their strengths and address their areas of academic concern.

**Student Success Center**

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

- The Writing Center – Professional Writing Tutor and Peer Writing Assistants
- Smarthinking Online Tutoring Services
- Professional Math Tutor
- Peer Tutors and Peer Mentors (for undergraduate students only)
- Mini-Varsity Academic Skills Workshops
- Office of Experiential Learning and Career Development
- Director of Student Disability Services
- Advisor to International Students

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

- Peer Tutoring Program/Study Skills Assistance—Peer tutoring is available at no charge to undergraduate Regis College students. Tutor matches are arranged under the auspices of the Student Success Center.

- Peer Writing Assistance Program—The Writing Center is a writer’s workshop, a place where students may sit down with a peer writing assistant to get responses to and guidance about their writing. Sessions with a professional writing tutor or peer assistant are available by appointment at no charge.

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

- Supplemental Instruction—SMARTTHINKING, an online tutoring program, is available 24 hours a day to all Regis students.

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*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.*
Student Disability Services
Regis College is committed to ensuring equality of access for students with documented disabilities by providing appropriate accommodations that will assist the student in meeting the requirements of his/her academic program and participating in all aspects of the College community. Regis College does not offer a special learning program for students with documented learning disabilities. The Director of Student Disability Services is available to meet with students to review their documentation and discuss their needs. Lawrence Memorial/Regis College Nursing and Radiography students seeking accommodation for documented disabilities should contact the Director, Student and Alumni Services, on the Medford campus.

Experiential Learning & Career Center
The Experiential Learning & Career Center provides a variety of services for Regis College students and graduates. The services and programs are designed to assist Regis students in identifying, planning, and achieving their academic and career goals through self-awareness and knowledge of resources and opportunities:

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

Throughout the year, the ELCC is open Monday through Friday, 8:30 a.m. – 5:30 p.m.

Computer Labs
Information Technology Services (ITS) maintains twelve computer labs throughout the campus. There are six general purpose labs, located in the Library and College Hall, two of which are available 24/7. The remaining six labs are discipline specific labs located in various centers on campus.

Help Desk assistance is available in person, by telephone, by e-mail, or via our web-based helpdesk request application. ITS staff and trained student consultants are also available to assist lab users with software-related questions.

Regis College supports standard productivity software, as well as industry standard Web browsers and related tools.
The Pearl Nelson Education Resource Center
The Pearl Nelson Education Resource Center, located on the third floor of the Library, is an integral part of the Regis College teacher preparation program. It offers a totality of services focused on the best utilization of resources to facilitate, support, and improve the teaching process.

The Resource Center offers easy access to a wide variety of resources and equipment. These resources include books, instructional periodicals, computer software, kits, teaching games, primary source kits, cassettes, videos, DVDs, and files of tests, catalogs, and curriculum materials. Equipment includes an on-line catalog, five computers, laser printer, a Smartboard, scanner, binder, tape recorders, digital camera, laminator, VCR/DVD players, and camcorder. The Center also includes assistive technology and software for the instruction of students with special needs including BoardMaker software and Iris Pen. The Center is open to all undergraduate and graduate education students during regular library hours or for specialized service by appointment.

Nursing Laboratories
Regis College has five nursing laboratories and nursing computer/video rooms to enhance student learning. In addition there is a state of the art Simulation Center. Up-to-date software programs, including a statistical program for data analysis, are available for students’ use. Students enrolled in the Lawrence Memorial/Regis College Nursing and Radiography programs use the nursing and radiography laboratories on the Medford campus.

Affiliations with Health-Care Facilities
The Regis Nursing Programs offer a wide variety of health-care settings where students may obtain enriching clinical experiences appropriate for their educational and professional goals. Students are placed in acute, sub-acute, and long-term care facilities; nurse-managed clinics in homeless shelters; elementary and secondary schools; and elderly and low-income housing in both urban and suburban settings. Qualified nurse practitioner students have the opportunity to complete a portion of the clinical requirement in approved national or international settings.
Honors Program
The Honors Program at Regis offers qualified students a stimulating and challenging learning experience and opportunities for distinguished scholarship. Through a combination of rigorous coursework, supported service-learning experiences, and exciting enrichment activities, the Honors Program prepares students to become leaders committed to the betterment of the human condition and our society, a goal that is central to the Regis College mission.

Honors Program Eligibility
Students who have combined SAT scores of at least 1100 and a GPA of 3.5 are invited to participate in the Honors Program. After one year at Regis, students who are not in the Honors Program and who have a GPA of 3.5 or higher may apply for admission to the program. Students must maintain a GPA of 3.3 to remain in the program. Any student not enrolled in the Honors Program who has a GPA of at least 3.3, as well as the permission of the program advisor and the course instructor, may be allowed to enroll in an honors course as course limits allow.

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

Honors Program Requirements
Courses: Students who enroll in the program will complete a total of six honors courses, including honors sections of regularly offered courses and 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: During their sophomore year, students enrolled in the Honors Program contribute their time and skills by serving on campus as peer tutors and mentors. In addition, service-learning is an integral component of the Honors Seminar, Contributing to the Common Good (ID 330). Taken during the junior or senior year, the Seminar offers students a unique opportunity to contribute their time and talent to a service organization of their choice. Each student is encouraged to choose an organization that seeks to alleviate some human need or social problem in a field of particular interest to the student. During the senior year, Honors Program students may also be invited to assist faculty in teaching honors level courses, to undertake advanced research projects, or to assume leadership in the operation of the Honors Program.

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

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

Transfer students who have completed a minimum of seventeen to twenty-five courses at Regis College are also eligible for honors designation. The total number of transfer courses applied to the Regis degree must have a grade point average of 3.45. The category for honors is then computed using the GPA earned at Regis College.

Transfer students with fewer than seventeen Regis College courses are not eligible for College Honors.

Students pursuing a degree in three years are eligible for honors designation.

- Dean’s List

To be eligible for the undergraduate student Dean’s List as a sophomore, junior, or senior, a student must have a semester GPA of at least 3.50. For first-year students, a semester GPA of at least 3.25 must be attained. The GPA calculated to determine eligibility for the Dean’s List is based (for the classes 2011 and 2012) on four or five 3-credit or 4-credit courses taken for a letter grade (A, B, C, D, F) or (for the classes 2013 and beyond) five 3-credit or 4-credit courses taken for a letter grade. The Dean’s List is determined at the conclusion of each semester. Students with a grade of I (Incomplete) for the semester coursework are ineligible for consideration.

- Departmental Honors

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

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

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

- National and International Honor Societies

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

**Alpha Lambda Delta**, national scholastic honor society for first-year women

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

**Delta Epsilon Sigma**, national honor society for graduates of Catholic Liberal Arts Colleges, Iota Chapter

**Lambda Pi Eta**, honor society in Communication

**Pi Epsilon-at-Large**, Sigma Theta Tau international honor society in Nursing

**Pi Gamma Mu**, international honor society in Social Science, Massachusetts Beta Chapter

**Pi Lambda Theta**, international honor society in Education

**Psi Chi**, national honor society in Psychology

**Sigma Tau Delta**, international honor society in English
Cross-Registration

Regis College has a cross-registration agreement with Babson College, Bentley College, and Boston College that permits undergraduate students from one campus to register for courses on another. Full-time, degree-seeking juniors and seniors may take one course each semester at one of the exchange institutions tuition free, provided that the course is not given at Regis College and that the home institution has approved the course. Exception may be made for well-qualified, lower-division students who wish coursework in fields of study unavailable at Regis College. To pursue this possibility, the student should contact the Associate Dean, Academic Support Services. The student should consult with the faculty advisor as to the benefit of taking a course at one of these institutions and then confer with the Registrar as to the procedure to be followed in cross-registration.

Courses offered

**Individualized Study**

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

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

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

- **Internships**
  
  Internships offer students opportunities to apply classroom learning to the world of work while receiving academic credit. Through internships, students can examine and clarify their own career-related interests, abilities, and values in a variety of fields. Under the direction of experienced professionals, student interns observe and participate in practical work settings. A faculty member serves as an advisor to each student who undertakes an internship.
The Experiential Learning & Career Center catalogs all internship requests received from employers. The perspectives of students who have previously completed internships are also available for perusal. Possibilities for internship placements exist within the public, private, and non-profit sectors. Career interest areas include the sciences, healthcare, environmental affairs, social action, public administration, law, criminal justice, human services, education, fine and graphic arts, communication, finance and business.

Regis College juniors and seniors are eligible to complete internships for academic credit during academic semesters and the summer. Students interested in pursuing internships should consult their departmental advisors and utilize the services of the Experiential Learning & Career Center.

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

It is expected that the student’s program will be comparable in breadth and depth to a typical departmental concentration. Initiating such a major program requires that the student first meet with the advisor of Individually-Designed Majors. The student should also obtain the cooperation of two faculty members to serve as advisors. They must represent two departments from which the student expects to draw much of the coursework. The student then writes a proposal for an educational plan with the guidance of the faculty advisors. The proposal is reviewed by the Curriculum and Academic Programs Committee, which recommends acceptance, suggests modifications, or rejects it. The complete details are contained in the booklet Guidelines for Individually-Designed Majors at Regis College. Copies of this booklet are available from the Associate Dean, Academic Support Services. Students interested in the Individually-Designed major must maintain a minimum 2.75 cumulative GPA and are encouraged to apply during the first semester of their sophomore year.

Model United Nations
The Model United Nations program gives Regis College students the opportunity to act as representatives from other countries at a “mock” U.N. conference. Students attend committee meetings where they debate world problems and pass resolutions. The program is open to any Regis College student and holds its first organization meetings during the fall semester. Regis participates annually in the Harvard National Model United Nations (HNMUN) program. Interested students should consult with the advisor of the Model U.N. Club or any of its members.
Pre-Law Program
No particular course of study is a prerequisite for admission to law school. The main guide to undergraduate study should be the student’s own interests and talents. A student is prepared for law school if he or she possesses a strong academic record and demonstrates the skills deemed essential for legal education. These include:
- comprehension and expression in words, both oral and written
- critical understanding of the human institutions and values with which the law deals
- creative power in thinking and problem solving

Pre-Medical/Pre-Dental/Pre-Veterinary
Admissions requirements to medical, dental, and veterinary schools are determined by the schools and by the Association of American Medical Colleges. Students wishing to pursue these programs should consult with the Health Professional advisor.
The minimum requirements for admission include:
- one year of biology
- two years of chemistry through organic chemistry
- one year of physics
- earned GPA of at least 3.4
While mathematics is not required, it is strongly recommended that at least one year of mathematics be taken because it is a fundamental basis for most rigorous science courses.
Although most students elect biology or chemistry as a major, most professional schools urge students to choose a major subject consistent with their own aptitudes and interests.

Sisters of Saint Joseph College Consortium Student Exchange Program
The Sisters of Saint Joseph College Consortium Student Exchange Program offers students the opportunity to enrich their educational experience by studying for a semester or a year at a member campus:
- Avila University, Kansas City, MO
- Chestnut Hill College, Philadelphia, PA
- Elms College, Chicopee, MA
- Fontbonne University, Saint Louis, MO
- Mount Saint Mary’s College, Los Angeles, CA
- The College of St. Catherine, St. Paul, MN
- The College of Saint Rose, Albany, NY
Information about the exchange program may be obtained from the Student Exchange Coordinator.
Study Abroad
Regis College is affiliated with Regent’s College in London, the University of Cork in Ireland, and Notre Dame Women’s College in Kyoto, Japan. Regis College also grants credit to students who are admitted to established programs conducted by other American colleges. The Study Abroad Advisor maintains files on a variety of U.S. college-sponsored programs abroad, as well as general reference materials to aid students in finding a program appropriate to their needs and interests. Students interested in foreign study should consult with the Study Abroad Advisor for information on programs and procedures.

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

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

Procedures and Student Qualifications:
Undergraduate students with an overall GPA of at least 3.0 and with at least two completed full-time semesters (or equivalent) at Regis and one additional completed full-time (or equivalent) semester at Regis or another accredited college or university may seek permission to enroll in a graduate level course no earlier than the spring term of their sophomore 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).
Undergraduate

The development of the whole person and commitment to leadership and service are Regis College hallmarks. Beginning at Orientation, students are introduced to the six ways in which the whole person develops: academically, socially, emotionally, spiritually, physically, and occupationally.

Each student is provided the opportunity, as well as the responsibility, to express interests through a variety of campus activities that are a vital part of the Regis experience.

Residential Living

Living in a residence hall should be an exciting and meaningful experience. When students interact in a living situation, it is important to create an atmosphere that is healthy, comfortable, and conducive to the goals of the individual and the college.

To assist with this process, each hall has a Resident Staff consisting of one professional staff member who lives in the facility and an appropriate number of resident assistants who are full-time undergraduate students. The Community Life Staff and the Assistant Dean of Students, responsible to the Dean of Students, promote the social, cultural, and educational programs in the residence halls.

Internet Services

Internet access is available through the campus-wide network. Wireless access is available to the campus including residence halls, the library, the student union and other campus common areas. Data ports are available in all residence halls, computer labs, and the library. Residents using personal computers will have access to the campus network and the Internet in their residence hall rooms through both network ports and wireless access.

Three Regis accounts are available for every student (a Network Login and Email, Regis Access, and Moodle) enabling extensive use of Regis College’s technology resources. Each student is responsible for reading and adhering to the College’s Technology Ethics and Privacy Agreement. Use of College technology accounts constitutes acceptance of the terms of the Technology Agreement.

Commuter Student Services

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

Student Activities

Get Involved in Leadership and Service!
The development of the whole person and a commitment to leadership and service are Regis College hallmarks. The Regis College wholeness program, encourages all students to commit themselves to growth intellectually, socially, spiritually, physically, emotionally, and occupationally. Each student is provided the opportunity, as well as the responsibility, to express his/her interests through a variety of campus activities, which are a vital part of the Regis College experience.

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

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

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

Regis College is a member of the Commonwealth Coast Conference, the ECAC, and the NCAA Division III, and competes in the championships sponsored by those organizations. In addition to intercollegiate varsity sports and club sports, intramural activities include competition in basketball, floor hockey, tennis, swimming, and volleyball. For those interested in less competitive activity, the athletic facilities are available seven days a week for recreational use. Within the Athletic Facility, the Mary Carr Simeone Fitness Center provides a full range of cardiovascular machines—treadmills, steppers, bicycles, rowing ergometers, and an elliptical trainer—as well as free weights and Cybex equipment available for use by all members of the Regis College community.

**Social and Cultural Programs**
The learning process extends beyond the classroom. Education includes experience and a firm commitment to the community, its people, and problems. The broadening social and cultural experiences available to Regis students are coordinated by student organizations the office of Student Affairs. In addition,
close proximity to Boston and Cambridge gives students access to myriad recreational and cultural opportunities.

The Tower Tavern provides a setting for campus talent and entertainment for Regis students and their guests. In the spring, students plan special events that include Spring Week. Family activities afford an opportunity for families to attend College functions and various social events and to meet the faculty, administration, and families of other students.

Involvement in the community at large is the serious responsibility of the educated person. Therefore, the development of a commitment to social justice is a vital part of student life. Regis College students participate in a wide variety of service projects which include work with the homeless, hospital work, and visits to soup kitchens.

**Regis College Student Organizations**

Listed below are just some of the ways for students to become involved in the Regis College community. If you are interested in starting a new club or organization, stop by the Student Activities Office in St. Joseph Hall, Room 219, X7049.

AAA (Asian American Association)
AHANA (African-American, Hispanic, Asian, Native American Association)
Campus Ministry
Class Officers
CVSA (Cape Verdean Student Association)
Dance Company
Dynasty Step Association
Education Club
Glee Club
GNSO (Graduate Nursing Student Organization)
Gospel Choir
HASO (Haitian American Student Organization)
Hemetera Literary Magazine
Instrumental Ensemble
LASO (Latin American Student Organization)
Model United Nations
Mount Regis (Yearbook)
Multicultural Leadership Council
Orientation Staff
Psychology Club
Regis Management Association
Regis College Theatre Company
RHA (Residence Hall Association)
RSNA (Regis College Student Nurse Association)
SAINTS (Students Assisting Incoming, New, and Transfer Students)
SAAC (Student Athlete Advisory Committee)
SGA (Student Government Association)
SPA (Students for Political Awareness)
STAND (Students Taking Action Now in Darfur)
START (Students Teaching Acceptance and Respect, Together)
SUSS (Students Uniting for Social Services)
TAB (Tower Activities Board)
Tower Society (Student Ambassador Program)
WRGS (College Radio Station)
Associate Degree Requirements
In partnership with Lawrence Memorial Hospital, Regis College awards an Associate of Science degree in Medical Radiography and in Nursing. For detailed information about these programs, see the Lawrence Memorial/Regis College (LM/RC) website, visit www.lmregis.org. Application to these programs must be made to LM/RC and requires submission of an application and required materials on the appropriate LM/RC application.

Baccalaureate Degree Requirements
Regis College offers a baccalaureate program of study leading to the Bachelor of Arts degree, Bachelor of Science degree, and Bachelor of Social Work degree. Most students complete the degree in four years.

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

A normal course load for a full-time student is 15 credit hours per semester, with 30 credit hours as a minimum in any one academic year. Highly qualified students must receive permission from their advisor and the vice president, Academic Affairs, to take more than five 3-or 4-credit courses in any one semester.

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

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

- Biochemistry
- Biology
- Business Management
- Communication, with concentrations in Cinema Studies, Graphic Design, Interpersonal and Organizational Studies, Journalism and Media Studies, and Public Relations
- English, with Scholarly, Education, Publishing, Writing, and Drama concentrations
- Health and Fitness Studies, with tracks in Sports Management, Nutrition, and Exercise Science
- History
- International Relations
- Law and Government
- Liberal Studies
- Mathematics Education
- Nursing
- Political Science
- Psychology
- Social Work
- Sociology
- Spanish
In addition to these traditional major fields, Regis College offers highly motivated and gifted students the opportunity to design a major program of studies in accordance with their own interests and in light of the aims of a liberal arts education. Such an individually designed major combines academic disciplines in an innovative way and does not serve in lieu of a major generally offered by other colleges and universities.

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

Core Curriculum Requirements
The Regis College Core Curriculum is designed to bring the student in contact with the heritage and foundation of the College as well as the contemporary world and the individual within it. During the senior year, the student presents a culminating project that applies and integrates the components of a Regis education in the form of the Capstone Portfolio.

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

Heritage and Foundation
FIRST-YEAR SEMINAR: by completing a two-semester sequence course (RC 101, RC 102; 3 credits per semester).
ETHICAL REASONING AND ANALYSIS: by completing 3 credit hours in ID 304 or another course approved by the College.
MATHEMATICS: by completing one of the following courses: MA 101, 103, 105, 210, or 212. (Note: MA 211 alone does not satisfy this requirement).

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

PHILOSOPHY: by completing 3 credit hours in one of the following courses: PH 101, PH 103, PH 104, PH 201.
RELIGIOUS STUDIES: by completing 3 credit hours in one of the following courses: ID 222, or any Religious Studies course, except RS 112

WRITING: by completing EN 105 Writing Seminar and EN 106 Critical Reading, Thinking, and Writing (3 credits per semester). (Note: EN 100 receives Institutional Credit only.)

Contemporary World and Self
EXPRESSIVE ARTS (3 credit hours)*
HISTORY (3 credit hours)*+
LITERATURE (3 credit hours; Literature credit hours may be in English or in a foreign language)*+
NATURAL SCIENCES (7 credit hours* from different disciplines; one course must contain a laboratory requirement.)
SOCIAL SCIENCES (6 credit hours* selected from Business Management,
Communication, Economics, Education, History, Law and Government, Political Science, Social Work, Sociology, Women’s Studies. NU 203 may be used to satisfy one Core Curriculum course in the Social Sciences.

Application and Integration

Core Capstone Experience (1 credit hour)^
* A listing of specific courses meeting requirements in these indicated categories will be available in September 2010.
+ Students pursuing the Bachelor of Science in Nursing choose between a course in History and a course in Literature.
– Students pursuing the Bachelor of Science in Nursing may fulfill this requirement by completing SP 100 Spanish for Health Professionals.
^ The Core Capstone Experience is cross-listed with the capstone course required of students pursuing the Bachelor of Science in Nursing.

The Minor

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

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

Minors are currently offered in the following disciplines:

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CONTINUING & ADULT

baccalaureate programs

General Information
For over three decades, Regis College has offered a Continuing Education Program for adult learners. Many Continuing Education students are experiencing college for the first time; others are returning to college to complete an undergraduate degree; still others are pursuing personal or professional interests.

Degree-seeking Continuing Education students may begin their studies by “sampling” a few courses before applying for formal admission. Or they may apply for formal admission and become matriculated students when they begin taking courses. Non-degree-seeking students may register for courses without applying to a program. Continuing Education students are enrolled in the same courses taken by our traditional, full-time undergraduates.

The majority of courses are offered during the day, though there are some evening selections. Continuing Education students may take up to three courses per semester. They are not eligible to join Regis student clubs or participate in other extra-curricular activities, nor are they eligible to live in on-campus housing or to participate in varsity sports.

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

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

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

Acceptance to the Continuing Education Program rests with the Director of Graduate and Professional Programs. The academic potential of each applicant is considered, and those judged to show promise of academic success are admitted.

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

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

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

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

Lifelong Learning at Regis College (LLARC)
Lifelong Learning at Regis College (LLARC) is a membership organization created by older adults who like to learn something new. LLARC involves no tests, term papers, credits, nor any previous college experience. It is a chance to learn purely for the fun of it and to meet new people of varied backgrounds and interests. The common denominator is eagerness to grow intellectually in a relaxed and sociable atmosphere.

LLARC was established in 2005 and now serves a membership of 350 men and women from fifty towns in the MetroWest area. Many members participate in its governance through volunteer service as administrators, planners, instructors, organizational officers, and committee members. LLARC currently operates in two ten-week semesters, in the fall and spring as well as a four-week program in mid-winter. The program is chiefly organized as peer study groups on a wide variety of topics proposed by the members. Most study groups use a seminar format, emphasizing discussion, usually with preparatory reading. Additionally, the entire membership is invited to attend informal noontime lectures over a brown-bag lunch.

Information about upcoming programs can be found on the LLARC section of the College Website at www.regiscollege.edu/acad/LLARC.

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

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

Junior concentration seminars are numbered in the 300’s, and senior concentration seminars in the 400’s.

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

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

First-Year Seminar
The Regis College First-Year Seminar course is a signature component of a Regis College education and a cornerstone for advanced study. All first-year students take this two-semester course; its faculty are drawn from departments across the campus. Explicitly designed to introduce students to critical thinking, written, oral and visual expression, the course is organized around a common theme that changes from year to year. Ideas are explored—where they come from, how they are supported, and whether they are worth considering. Service learning is also built into the academic content of First-Year Seminar.

The First-Year Seminar is a multi-section course with a common syllabus and common activities that involve all first-year students and Regis faculty. It is two semesters in length and meets twice a week for one hour and fifteen minutes. For completing FYS, students receive academic credit for the equivalent of two courses (6 credits).
ART

Steven Belcher, Program Coordinator
Sister Marie de Sales Dinneen

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

MINORS

ART HISTORY

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

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

FINE ARTS

 Required for the Minor
AR 221, AR 222, AR 321;

 Elective Courses
Select three from: AR 310, AR 315, AR 333, AR 335, AR 336, AR 337 AR 409, AR 410; CO 323 or CO 324.

GRAPHIC DESIGN

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

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

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 the dawn of civilization to the Renaissance.

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

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 and the influence of these major movements on twentieth century styles in Europe, the United States, and Latin America. Prerequisite: AH 201 or AH 306 or with permission.

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. Prerequisite: AH 201 or AH 306 or with permission.

AH 313 American Art
Painting, sculpture, and architecture in America are examined from the Revolution to the present. Prerequisite: AH 201 or AH 306 or with permission.

ART STUDIOS

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

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

AR 310 Life Studio: Human Figure
This course is a focused study of anatomical and 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 with permission.

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

AR 333 Watercolor Painting
Fundamentals of this medium are taught through a series of 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 with permission.

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

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

AR 337 Computer Animation I
The aim of this course is to introduce the student to and develop a basic proficiency with computer-based animation. Through a series of exercises and assignments, the student is introduced to (1) the basic concerns of the animator, (2) a wide range of animation approaches and styles, and (3) the techniques associated with the reproduction of computer-based animation. Macintosh computer skills are required. Prerequisite: One of the following—AR 221, CO 221, CO 208, or with permission.

AR 338 Computer Animation II
This course continues the work begin in AR 337 and provides the student the opportunity to develop and complete a “short” original animation. Prerequisite: AR 337, or with permission.

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

GRAPHIC DESIGN

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

GD 341 Design for Print Media
Print media has been a primary vehicle for information distribution for centuries. The printed page continues to set the visual standard for much of contemporary media. Student designers study page layout and design by producing brochures, posters, and multiple-page spreads. In this studio course, students practice the finer points of typography, text handling, and page layout. Conventions in form, format, and production will be taught. Prerequisite: GD 242 or with permission.

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 ed-
itors, 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 with permission.

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

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

GD 347 Designing for the World Wide Web
While introducing the student to the Internet and its various protocols and services, this course focuses on the HyperText Transfer Protocol (HTTP) and its HyperText Markup Language (HTML5) 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.

BIOCHEMISTRY

MAJOR

Required for the Major
The following core courses are required for the major. For a complete description of each course, see the course offerings in Biology, Chemistry, Mathematics, and Physics.

BI 209, 210, 307; CH 103, 104, 305, 306, 307, 313, 315, 316; MA 101; PY 213; two seminars: BI 404 or CH 404 and a second seminar selected from the Biology or Chemistry seminar offerings; one upper-level elective from courses in Biology or Chemistry. For students planning graduate work in Biochemistry, additional work in mathematics and physics, as well as a second semester of physical chemistry, is strongly recommended.

BIOLOGY

- Anne Powers, Department Chair
- Michael Bioloizur
- Elizabeth Kilpatrick
- Mary Lombard
- Verna-Ann Power-Charnitsky

Fields of study available are a major and a minor in Biology and a major in Biochemistry. In addition, a new concentration in Environmental Biology is being implemented within the Biology major.

MAJOR

BIOLOGY

Required for the Major
BI 103, 104, 209, 210, 302, 307, 322, 401; CH 103, 104, 305 plus four upper-level courses in Biology. It is recommended that majors take CH 306; MA 101, 102; PY 213, 214.

MINOR

BIOLOGY

Required for the Minor
BI 103-104 with labs or BI 105-106 with labs

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

COURSE DESCRIPTIONS

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

BI 104 Introductory Biology/Lab II
This course will cover evolution, ecology, plant biology, systematic, and comparative physiology.

BI 105 Anatomy and Physiology Lab
The fundamental facts and concepts of the normal structure and function of the human body are presented. Specific topics include integumentary, skeletal, muscular, and nervous systems. Laboratory work includes microscopic examination of cells and tissues, dissection of preserved organ specimens and the cat and rat, 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, dissection of preserved organ specimens and the cat and rat, and investigations of various human physiological processes. For BI 106—prerequisite: An earned grade of C- or greater in BI 105.

BI 108 General Microbiology/Lab
The general characteristics of microbes and their relationship to humans are explored, with emphasis on those that are pathogenic to humans and those that are of public health significance. This includes the biological characteristics of microbes, antimicrobial methods, and concepts of immunity, diagnosis, and treatment and prevention of infection. The laboratory experience familiarizes the student with microbiological methodology and aseptic technique.

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

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

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

BI 211 Pathophysiology and Nutritional Therapy
This course examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; injury and metabolic stress; and dysfunctions of the circulatory, respiratory, gastrointestinal, urinary, nervous, and endocrine systems. Also considers risk factors and physiological adaptation to various disease conditions. Emphasizes medical nutrition therapy in acute and chronic disease. Prerequisites: BI 105 and 106, NU 105, CH 101 and 102. A grade of C- or above must be earned in all pre-requisites.

BI 302 Seminar: History of Biology
This seminar will offer an historical perspective on the origins of biology. Readings will include original primary literature, as well as historical accounts and analyses. Topics include mechanisms of evolution, molecular biology, and infectious disease.

BI 305 Ecology/Lab
This course focuses on the interactions that determine the distribution and abundance of species. Fundamental characteristics of living systems (plant and animal) are discussed in detail from cellular through ecosystem hierarchical levels, employing an integrative, evolutionary approach. Specific topics include speciation, population genetics/dynamics, metapopulation analysis, evolutionary & community ecology, species interactions, symbioses, habitat fragmentation, biodiversity and biogeography. Laboratory investigations will include: systematics and taxonomy of plants and animals, field sampling techniques and biodiversity assessment, population estimates and growth, mark and recapture exercises, predator-prey cycles. Prerequisites: BI 104 and BI 210; BI 307 (recommended).

BI 306 Neurobiology
This course focuses on the biology of nervous systems at the biochemical, cellular, system, and whole organism levels. It will analyze structure and function of neurons, comparative and developmental anatomy of nervous systems, physiology of sensation and motor function, and neuroendocrine influences on behavior. Prerequisites: BI 210 or PS 203.

BI 307 Genetics/Lab
Completion of this course in genetics will provide an overall understanding of genetic principles, including classical Mendelian genetics, molecular genetics, and population genetics. Special topics include human genetic disorders. The principles of molecular genetics will also be incorporated into the laboratory section of this course. Procedures learned in the laboratory portion provide background experience for further studies in fields such as genetic engineering, cloning, and other biological topics. Prerequisite: BI 210.

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

BI 312 Animal Physiology
Analysis of animal function at the molecular, cellular, system, and organismal levels of organization. Emphasis is on control mechanisms that maintain homeostasis and on system interactions. Topics include cardiovascular, pulmonary, renal, reproductive, and muscle physiology. Prerequisite: BI 210
BI 315 Virology
This course will provide the student with detailed knowledge of the biology and genetics of viruses. Students will undertake a classification survey of RNA and DNA viruses. The association of each virus with its host cell will be investigated. This investigation will be used to understand the nature of the viral infectious diseases, treatments for viral infections, vaccinations, and the use of the virus as a tool in gene therapy. Basic lab techniques for tissue culture, necessary for the propagation of viruses, will be demonstrated. Prerequisites: BI 209 and BI 307.

BI 316 Immunology
This course will present immunological principles and applications. Topics that will be covered include the cellular and molecular events behind defense mechanisms of a host, including immunological disorders. Prerequisite: BI 210.

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

BI 324 Environmental Biology: Principles, Practice, and Policy
This course provides the scientific basis for understanding how environmental systems work, and explores the relationship between humans and the environment utilizing an interdisciplinary approach. Topics include: population and community level ecology, ecosystems, maintaining biodiversity and the ecological impacts of changing land use; conservation and management of natural resources; global environmental problems such as energy resources, pollution, overpopulation, deforestation and loss of biodiversity, climate change; environmental economics, law, and public policy. Prerequisites: BI 104 and BI 210. BI 210 may be taken concurrently. (Anticipated to be offered between 2011-2012)

BI 326 Environmental Microbiology
This course will provide an understanding of the impact that microorganisms have on the environment. From a brief history of Microbial Evolution to the Interactions that Microbes have with members of the other Kingdoms in Biology, pertinent topics will be studied. The importance that microorganisms play in Biogeochemical Cycling will be investigated. Present day interactions of the microbial population with the environment including biomass production, bioremediation of oil spills, waste management, and pest control will be examined. Students will study the role that microorganisms play in present day Biological Warfare threats to life and our environment. Prerequisites: Biology 209 or 108 and 210 or concurrent enrollment in BI210. (Anticipated to be offered between 2011-2012)

BI 328 Conservation Biology and Biodiversity
Conservation Biology is a synthetic, multidisciplinary field encompassing ecology, wildlife biology, systematics, evolution and genetics, biogeography, forestry, as well as the physical sciences such as soil and water chemistry, climatology, geology and geography. These scientific disciplines are combined with the social sciences such as economics, sociology, and political science in practical application. This course will focus primarily on the principles and applied aspects of conservation biology and management by examining degradation and loss of species, populations and ecosystems due to human activities and by considering alternatives for avoiding and/or mitigating these impacts. The perspectives of science, management, and policy will be elucidated in current, and future strategies designed to conserve the diversity of life. Prerequisites: BI 104, BI 210, and BI 307. BI 210 may be taken concurrently. (Anticipated to be offered between 2011-2012)

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

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

BI 409, BI 410 Individualized Study
ID 224B Natural Sciences: Biological Perspectives
For course description see Interdisciplinary course listings

Business and Management:
See MANAGEMENT AND LEADERSHIP

CHEMISTRY AND PHYSICS
Kathleen Galang and Leslie Bishop, Co-Department Chairs  ■  Jane Roman  ■  David Croll  ■  Erin McQuaid  ■

MAJOR

BIOCHEMISTRY
Required for the Major
See BIOCHEMISTRY
MINOR

CHEMISTRY

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

COURSE DESCRIPTIONS

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

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

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

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

CH 106, CH 107 Physical Chemistry/Lab
This course introduces students to the fundamentals of organic chemistry, the study of the mechanisms of basic functional group reactions and the relation of structure to chemical activity. A laboratory is an integral part of the course. Prerequisite: CH 104 with a minimum final grade of C-. For CH 306, prerequisite: CH 305 with a minimum final grade of C-.

CH 302 Seminar: Current Topics in Science
Study of advanced theories in chemistry and their relation to fundamental concepts.

CH 303 Environmental Science and Toxicology
This course is designed to assess the working environment of different occupations, the toxicological effects of exposure to various substances and to determine the role of the EPA and OSHA in setting standards for toxic materials. It is offered for health-allied professions.

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

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

CH 308 Physical Chemistry - Quantum Mechanics
Fundamental principles of quantum mechanics and applications to structure and spectroscopy are introduced. Prerequisites: MA 101, CH 104. (Not offered 2010-2011 academic year)

CH 309 Advanced Organic Chemistry
Methods of classical and modern synthesis. Prerequisite: CH 306. (Not offered 2010-2011 academic year)

CH 311 Scientific Visualization, Simulation, and Computation
The principles and tools of scientific visualization, simulation, and computation are integrated and their application to chemical and biochemical molecules and systems is developed. Emphasis is placed on providing the tools and freedom to explore topics within this framework through projects. Programming knowledge or prior exposure to these topics is not required. Prerequisite: CH 306. (Not offered 2010-2011 academic year)

CH 312 Molecular Structure
Topics related to the structures of molecules are discussed: nuclear magnetic resonance, ultraviolet and infrared absorption, and mass spectrometry. An introduction to symmetry and group theory is also included. Prerequisite: CH 306.

CH 313 Analytical Chemistry/Lab
This course is an introduction to the theory and practice of chemical analysis, the study of solution chemistry, methods of analysis, and interpretation of analytical data with a laboratory. Prerequisite: CH 104.
CH 314 Inorganic Chemistry
The application of physical chemical principles to the study of inorganic systems with emphasis on the nature of chemical bonding and the study of transition metal chemistry is presented. Prerequisite: CH 104. (Not offered 2010-2011 academic year)

CH 315, CH 316 Biochemistry/Lab
The concepts of modern biochemistry and molecular biology are presented in an integrated form. Topics include the cell and its bimolecular components, enzymes, metabolic organization and control, molecular genetics, protein biosynthesis, and molecular evolution. A laboratory is required in CH 316. For CH 315, Prerequisite: CH 306.

CH 319 Biochemistry of Nutrition
This course is designed to introduce students to the nutrients humans need to live. The source of these nutrients, recommended dietary allowances and recommended daily intakes, their breakdown, transport and storage, and final use in the body will be explored. Diseases associated with these nutrients will be studied. Prerequisite: CH 102 or CH 305.

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

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

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

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

COMMUNICATION

COMMUNICATION WITH A CONCENTRATION

All students majoring in Communication with a Concentration MUST complete the following courses:
CO 203 Introduction to Communication
CO 204 Public Speaking
CO 212 Writing for the Communication Professional
CO 221 Visual Communication (Waived for Graphic Design students)
CO 301 Junior Seminar
CO 402 Senior Seminar

COMMUNICATION CONCENTRATIONS

CINEMA STUDIES
CO 208 Introduction to Cinema Studies*
CO 207 Classics of the American Cinema
CO 215 Media Production
CO 240 Screenwriting
CO 302 Film Theory and Criticism*
CO 404 A Internship*

GRAPHIC DESIGN
GD 241 Graphic Design I*
GD 242 Graphic Design II*
GD 341 Design for Print Media*
GD 342 Design with Time-based Media*
GD 345 Creative Publications*
GD 404 B Internship*

INTERPERSONAL AND ORGANIZATIONAL STUDIES
CO 209 Communication Media
CO 304 Advanced Public Speaking
CO 305 Small Group Communication
CO 306 Interpersonal Communication*
CO 322 Organizational Communication*
CO 332 Intercultural Communication
CO 404 C Internship*

MAJORS

COMMUNICATION
Required for the General Communication Major

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

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

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

Two seminars: CO 301 and 402.

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

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

COMMUNICATION WITH A CONCENTRATION

All students majoring in Communication with a Concentration MUST complete the following courses:
CO 203 Introduction to Communication
CO 204 Public Speaking
CO 212 Writing for the Communication Professional
CO 221 Visual Communication (Waived for Graphic Design students)
CO 301 Junior Seminar
CO 402 Senior Seminar

COMMUNICATION CONCENTRATIONS

CINEMA STUDIES
CO 208 Introduction to Cinema Studies*
CO 207 Classics of the American Cinema
CO 215 Media Production
CO 240 Screenwriting
CO 302 Film Theory and Criticism*
CO 404 A Internship*

GRAPHIC DESIGN
GD 241 Graphic Design I*
GD 242 Graphic Design II*
GD 341 Design for Print Media*
GD 342 Design with Time-based Media*
GD 345 Creative Publications*
GD 404 B Internship*

INTERPERSONAL AND ORGANIZATIONAL STUDIES
CO 209 Communication Media
CO 304 Advanced Public Speaking
CO 305 Small Group Communication
CO 306 Interpersonal Communication*
CO 322 Organizational Communication*
CO 332 Intercultural Communication
CO 404 C Internship*
JOURNALISM AND MEDIA STUDIES
CO 209 Communication Media*
CO 214 Introduction to Broadcasting
CO 215 Media Production
CO 219 Journalism*
CO 220 Feature Writing
CO 222 Photography I
CO 314 Radio Announcing
CO 320 New Media
CO 323 Photography II: Black & White
CO 324 Photography II: Color/Digital
CO 347 Audio Production I
CO 348 Advanced Production Techniques
CO 404 D Internship*

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

MINORS

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

CINEMA STUDIES
Required for the Minor
CO 207, CO 208, CO 302
Elective Courses
Three electives to be selected from the following courses CO 215, CO 240, AR 337, AR 342, SP 314 or another course approved by the film advisor.

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

PUBLIC RELATIONS
Required for the Minor
CO 206, 334. Two courses in Advanced Writing: CO 212, 219, 220; EN 223. One course in Oral Communication: CO 204
Elective Courses One approved elective

COURSE DESCRIPTIONS

CO 203 Introduction to Communication
This course provides a broad survey of communication and its various components. Topics include intrapersonal, interpersonal, public and mass communication, as well as the study of language and meaning, listening, and nonverbal communication.

CO 204 Art of Oral Communication
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 with instructor permission.

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

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

CO 209 Communication Media
This course presents an historical overview of the development of communication media since the Communication Revolution of the nineteenth century. The nature, scope and function of print, film, sound, and electronic media are examined. Also included in the course is a critical discussion of the problems and potentials of each medium, with particular emphasis given to the moral values of free and responsible mass communication.

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

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

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

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

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

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

CO 222 Photography I
This is a basic course in black-and-white photography that includes instruction in the use of 35mm camera, filters, and lenses and in basic darkroom techniques for developing and printing. It also includes critique of the photographic work. An SLR manual camera is required.

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

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

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

CO 305 Small Group Communication
This course emphasizes the 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.

CO 306 Interpersonal Communication
Interpersonal relationships are an important aspect of an individual’s personal and professional life. This course focuses on the various elements of interpersonal communication and provides a theoretical and practical approach to understanding and improving one’s interpersonal awareness and communication. Prerequisite: CO 205.
CO 314 Radio Announcing
The emphasis of this course is on the analysis, interpretation, and oral delivery of the various types of commercial, public service, and institutional copy used at radio stations. News delivery is also an integral part of the course. Components of the student’s oral delivery include breathing, articulation and diction, pronunciation, expression, and oral visualization. Microphone and interviewing techniques are practiced. Prerequisite: CO 214.

CO 320 New Media
In this course, students explore current communication technologies and analyze the impact of these technologies. Students examine a variety of social media sites and become conversant with the current research on mediated technologies.

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

CO 323 Photography II: Black and White
This course explores techniques of black-and-white photography and printing with an emphasis on exposure control, design and composition, and advanced darkroom techniques. An examination of the works and views of significant photographers is also included. An SLR manual camera is required. Prerequisite: CO 222.

CO 324 Photography II: Color/Digital
This is a course in the fundamentals of color photography for the advanced student. Color composition and color theory are studied. An introduction to the basics of digital photography and printing is included. An SLR manual camera is required. Prerequisite: CO 222.

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

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

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

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

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

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

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

CO 409, CO 410 Individualized Study
For course descriptions of Graphic Design courses, see Art section of Catalog

COMPUTER SCIENCE

Laurie Kovijanic, Program Coordinator

MINORS

INFORMATION TECHNOLOGY

Required for the Minor
CS 104, 223, 320

Elective Courses
Three from CS 103, 105, 232, 315, 318, ID 327 (CS 327)

COURSE DESCRIPTIONS

CS 103 Computer Applications
This course presents an overview of computer hardware and software and provides hands-on experience with current computer applications.

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

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

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

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

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

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

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

CS 318 Web Systems
This course provides a basic understanding and knowledge of how the Internet and the World Wide Web operate, Web programming, and the technical knowledge required to establish and maintain an Internet/Website. Non-technical issues, including legal, moral, social, and intellectual property will be considered. Prerequisites: CS 104, 320.

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

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

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

CS 409, CS 410 Individualized Study
**ECONOMICS**
- Edward Mulholland, Department Chair
- Sister Mary Oates
- John Mollica

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

**COURSE DESCRIPTIONS**

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

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

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

EC 305 Money and Banking

EC 317 Economics of American Industry
A study of the structure, conduct, and performance of American industry.

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

EC 623 Economics of Health Care
This graduate course uses economic analysis to help students understand the economic and financial problems now confronting our health care 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. (Can be taken by undergraduates with instructor’s permission.)

EC409, EC410 Individual Study
MT 220 International Management and MT 322 Marketing Principles may also be taken as Economics electives.

**EDUCATION**
- Sister Judith Costello, Undergraduate Department Chair
- Leona McCaughey-Oreszak
- Sister Carmela Abbruzzese

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

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

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

Receiving a recommendation from his/her major department advisor prior to placement for student teaching.

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

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

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

TEACHER
PS 307, ED 399A

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

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

COURSE DESCRIPTIONS

ED 100 Teaching and Learning Today
An introduction to the field of education today. Areas discussed include the role of the teacher, the legal and moral responsibilities of the profession, as well as the role of schooling and its historical and philosophical foundations. Emphasis is placed on the future teacher as critical thinker, 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 elementary level (grades 1-6); however, students who are pursuing a major related to human development services will find this course beneficial. The focus of the course is the application of major theories of psychology that relate to education and classroom practices. Emphasis will be placed on, but not limited to, the secondary school environment.

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

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

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

ED 206 Early Childhood Education: Curriculum Areas
This course serves as an overview of the curriculum/methods/materials involved in early childhood education. Key topics include understanding the interaction of developmental theory and teaching strategy, creating developmentally appropriate curricula, and assessing young children’s learning. Curriculum areas include art, music, emergent literacy, mathematics, literature, natural and social sciences. Course includes fieldwork.
ED 207 Elementary School Mathematics: Curriculum
This course is designed to enable the prospective 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 and the Massachusetts Curriculum Frameworks provide a basis for the subsequent course in mathematics instruction. This course is a prerequisite for ED 202.

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

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

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

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

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

ED 400 Early Childhood Practicum
A continuation of the two-day-a-week practicum (minimum 150 hours) in a center for preschool children. The practicum is supervised by college personnel (three visits) and completed under the direction of at least a lead teacher. Prerequisite: PS 307.

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

ED 403 Student Teaching and Seminar: Secondary
A full-time teaching experience in the schools (minimum 350 hours) with a weekly seminar examining curriculum, instruction, and human behavior. Prerequisites: ED 100, 101B, 103, 205, 306, 308, PS 310.

ED 409, ED 410 Individualized Study

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

Patricia Elliott, Department Chair  Julia Lisella
Kreg Segall  Mary Gormley  Kathryn Anastasia
Sarah Barrett  Barbara Mintz  Jayson Baker
Andrea Humphrey  Sister Elizabeth Cawley  Wendy Lement
Frans Rijnbout

MAJOR

ENGLISH

Majors are offered a choice of individualized concentrations of study: scholarly, publishing, professional, education, and drama to prepare them for their careers. The concentration of study determines requirements for internships and specific courses. All English majors take the following minimum requirements:

EN 211, one course in Shakespeare and one other course in English literature prior to 1700, two courses in English literature between 1700 and the present, two courses in American literature (one prior to 1900), one course in world literature, one literature elective, and the two upper-level seminars.

MINORS

ENGLISH

The English minor must complete six literature courses.

WRITING

Prerequisite: EN 105 and EN 106
The Writing minor must complete six writing courses.

Required for Minor:
EN 223

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

Final writing portfolio required.

For Theatre minor, see Theatre section of the Catalog.

COURSE DESCRIPTIONS

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

EN 101 English as a Second Language
This course is designed for qualified students of language backgrounds other than English who have a good command of English but who wish to attain a more sophisticated level of proficiency. It includes readings of expository prose and literary works with emphasis on American cultural patterns. (Institutional credit only)

EN 102 English as a Second Language
Intensive practice in syntax and composition for students of language backgrounds other than English who wish to develop greater facility in expressing ideas in a variety of written forms. Students will write extensively outside of class. (Institutional credit only)

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

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

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

EN 205 Major British Writers
A survey of the major works of British literature from Beowulf to 1700. The course includes a history of the English language, as well as study of a range of nonfiction, fiction, poetic, and dramatic works. Prerequisite: EN 105/106.
EN 206 Major British Writers
A survey of the major works of British literature from Johnson to the present. Prerequisite: EN 105/106.

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

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

EN 209A Creative Writing
An introduction to writing the short story, drama, and poetry. While the course is introductory, the workshop discussion should be useful to students at any level. Prerequisite: EN 105/106.

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

EN 210B Fiction Workshop
Focus will be on the process of developing short stories. To develop structure, style, and voice, students will read and study published short stories and then write practice paragraphs that imitate the published models. Students will present drafts of stories for class workshop sessions. Final products will include ten polished pages of one or two short stories, a class reading of chosen work, and publication in a class-designed book. Prerequisites: EN 105/106, 209A, or permission of instructor.

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

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

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

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

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

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

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

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

EN 305 Major American Writers I (Early America to the Civil War)
A study of major works of American literature from the moments of first contact between Native Americans and Europeans through the Civil War. Through the study of historical accounts, poems, captivity narratives, slave narratives, early sentimental novels and longer works, we’ll examine the legacy of European/Native conflict, Puritan theology, slavery and abolition, westward expansion and moves toward suffragism on the formation of American literature. Authors to be considered may include Equiano, Mary Rowlandson, Bradford, Sojourner Truth, Harriet Jacobs, Emerson, Thoreau, Dickinson, Melville, Whitman. Prerequisite: EN 105/106; EN 211 for English majors

EN 305A Major American Writers II (Post Civil War to the Present)
Through the study of significant works of literature by U.S. authors from Reconstruction to the present day, this course will explore Realism, modernism, and postmodernism, and will consider the role of political and cultural upheavals, from suffragism to Civil Rights, as sources of creative impetus. Authors to be considered may include DuBois, Cather, Faulkner, Morrison, Kingston. This course need not be taken in sequence with EN 305. Prerequisite: EN 105/106; EN 211 for English majors

EN 306 American Literary Landscape
Exploration of one geographical region (“place”) as a contributing influence in American literature. The course will focus on one area such as Concord (Massachusetts), Harlem, the South, the West. Prerequisite: EN 105, EN 211, or permission of instructor.

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

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

EN 312A Shakespeare II
Students will consider plays different from those discussed in EN 311A. Prerequisites: EN 105/106
EN 315 Victorian Literature
A study of the poets and prose writers of the Victorian Period: Ruskin, Mill, Carlyle, Tennyson, the Brownings, Arnold, the Rossettis, Wilde, and Swinburne. We consider literary production as it relates to the writers’ cultural and social milieu. Particular attention is given to the connection between literature and the arts. Prerequisite: EN 105/106 or EN 211, or permission of instructor.

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

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

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

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

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

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

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

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

EN 401B Seminar: Intensive Study of a Time Period or Major Writer
This seminar provides an in-depth study of the 18th century major writers, literary trends, and developments in a time period marked by the rise of the novel and the formation of the canon. Alternatively, the seminar may examine the works on one writer with a focus on the development of the writer’s life, literary, historical, and cultural influences, and his or her enduring legacy. Prerequisite: Senior standing or with permission.

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

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

For course descriptions of Theatre courses, see Theatre section of Catalog

FILM
See Communication and also Spanish
Foreign Languages and Literatures
See Spanish

FRENCH
See Spanish

HEALTH AND FITNESS
Marybeth Lamb, Department Chair
Cheryl Bentsen
Devin Cashman
Mark Clemente
Elizabeth Conant
Wendy Cook
Jacqueline
Health and Fitness Studies majors build a strong foundation for entering professional positions in the growing health and fitness industry. Students within the Health and Fitness Studies major will choose a track in Sports Management, Nutrition or Exercise Science.

MAJOR

_Required for the Major_

HFS 150, 208, 250, 311, 350, PS 233, NU 105, internships (2 semesters), and one course from either SW 340, SO 205 or SW 303b, 3 Physical Education Activity Courses

TRACKS OF STUDY

NUTRITION

_Required for the Concentration_

In addition to fulfillment of the courses for the major, courses must include BI 105, 106, 108, 211, CH 101, 102, 319, HFS 319, 320, 402, 404b

SPORTS MANAGEMENT

_Required for the Concentration_

In addition to fulfillment of the courses for the major, courses must include HFS 314, 316, 335, 340, 345, 402, 404b

EXERCISE SCIENCE

_Required for the Concentration_

In addition to fulfillment of the courses for the major, courses must include BI 105, 106, CH 101, MA 101, Scope of Exercise Science, Motor Learning, Kinesiology, Psychology of Exercise and Sport, Biomechanics, Exercise Physiology, and 402, 404b

COURSE DESCRIPTIONS

HFS 310 Coaching Sports
This course develops an understanding of the skills needed in coaching competitive sports on both the secondary and college levels. Students develop drills, practice plans, and their own philosophy of sport. Students are exposed to current regulations and techniques in recruiting, game strategy, and career development.

HFS 314 Sport in Society
This course explores the place of sport within American society, including a theoretical examination of historical and cultural trends. The course also analyzes the history of participation both on the amateur and professional levels and its impact on society.

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

HFS 319 Lifestyle Nutrition
The course focuses on changing nutritional requirements from infancy, childhood, and adolescence through the geriatric years. Emphasis is placed on integrating behavioral, socioeconomic and cultural factors. Prerequisite NU 105

HFS 320 Community Nutrition
This course will introduce students to the practice of community nutrition, applied nutrition and nutrition education in community health care and other settings. The effect of social, economic, environment, cultural, and political factors on the health and nutrition policies and programs designed to enhance the well-being of population groups are discussed. Examines Federal, State and Local assistance programs. Prerequisite NU 105.

HFS 340 Sport Event Management and Promotions
The course will focus on learning the fundamentals of professional program planning processes and event management. Identification of recreation program areas, programming formats, scheduling, evaluation methods, and philosophical foundations of programming are also addressed. Prerequisite HFS 316

HFS 345 Legal Issues in Sports Management
This course addresses the challenges for sports managers in law and provides strategies for success in their managerial performance. This course assists students in the development of knowledge and introduction to the legal issues facing those in the sports industry. The course will introduce students to the U.S. legal system and focus on the areas of tort and contract liability, agency and constitutional law. Prerequisite HFS 316

HFS 355 Facility Design, Operations and Management
This course introduces students to a wide variety of disciplines necessary for the construction and competent administration of major sport and recreation venues including stadiums, golf courses, aquatic centers, ski areas, playing fields, ice arenas, and other facilities and areas common to the sport and recreation worlds. Facility operations and maintenance techniques, cost saving measures, latest trends, development, construction and design of sport and recreation facilities, and an understanding of local, state and federal ADA legislation are covered. Prerequisite HFS 316)
HFS 358 Scope of Exercise Science
Introductory course presenting the use of scientific techniques to study and improve physical performance in both normal and impaired populations. Expands upon the core concepts from HFS 150. Prerequisite HFS 150.

HFS 361 Motor Learning
This course provides an introduction to theories of motor learning and skill acquisition, and the application of those theories in an evidence-based manner. Emphasis is placed on the emergence of motor behavior from the interaction of characteristics of the performer, the task and the environment.

HFS 364 Kinesiology
This course provides a basis for the understanding of, and communication about, human movement in non-impaired individuals. The student will learn gross anatomy of the musculoskeletal system, proper descriptive terms for various body positions and movements, and be able to identify the anatomical structures involved in the generation and absorption of forces by the body. Prerequisite MA 101

HFS 367 Psychology of Exercise and Sport
This course provides students 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 will effects of exercise and competition on psychological development, health, mood and general well-being.

HFS 370 Biomechanics
This course introduces the student to the principles of biomechanics as they relate to sport and recreational skills. Included in this study of physical principles related to body tissues and body motions as a whole. Consideration is given to environmental sources of force and motion as well as forces produced by the performer. Strongly quantitative content.

HFS 373 Exercise Physiology
Scientific principles of both transient responses and permanent physiological adaptations to the stress of exercise are presented. The course emphasizes the inter-related nature of energy systems, cardiovascular function, and existing conditions of the individual. Common training programs for both cardiorespiratory function and weight training are examined for effectiveness in light of current evidence. Strong quantitative content.

HFS 402 Senior Seminar
The senior seminar is the capstone course for the major. Students select, research, organize, synthesize, and present orally and in writing an issue of interest in the Nutrition, Sports Management or Exercise Science discipline that will enhance their personal and/or professional development in the field. In addition, students benefit from an internship experience within their designated track for a minimum of 8 hours per week. Through the seminar approach, students utilize what they have learned through their relevant coursework and internship experience and apply it to the specific research topic.

HFS 404b Professional Placement
This internship provides a guided practical field experience in the Health, Fitness and Sport Industries. This is a required course for Health and Fitness Studies majors and involves a minimum of 8 hours and a maximum of 16 hours per week. Scheduled meetings with the instructor are required.

PE 105B Individual Fitness (a combination of all fitness areas)

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 safe alignment and technical promoting relaxation.

PE 201G Beginning Golf
This course will emphasize the fundamentals of the game of golf including everything from golf etiquette to the full swing to the short game to basic rules. The approach is to help beginners make better progress in learning the game.

PE 201N Strength Training
This course will emphasize the fundamentals of safe and effective lifting techniques. Each student will learn how to improve strength and develop muscle tone as well as to understand the overall benefits of lifting weights regularly.

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

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.

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.

PE 208 CPR/First Aid
The course is designed to prepare students to recognize and deal with safety and emergency first aid situations. The course presents students with an opportunity to acquire the knowledge and skills necessary to provide immediate and temporary care. Upon successful completion, the student will
be American Red Cross certified in First Aid—Responding to Emergencies and Adult CPR.

PE 220 Women’s Self-Defense
This course combines an understanding of women’s struggles with violence and fear with a full range of self-defense options. Students will learn how to project a strong and alert appearance, assess potentially dangerous situations, diffuse uncomfortable situations, and develop powerful fighting techniques. Care is taken to provide a safe and supportive environment in which sensitive issues can be discussed and the fears and concerns of students can be addressed so that students feel empowered.

PE 223 Pilates Mat
Stretch, strengthen and streamline; one of the safest and most effective exercise programs available. Pilates matwork focuses on developing core abdominal and back strength to help you achieve optimal strength, flexibility, endurance and posture without building bulk or stressing your joints. The exercises are performed on mats, focuses on breathing, body-awareness, and core strength.

PE 224 Pilates / Yoga Fusion
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 throwing specific punches and kicks, usually to the beat of dance-club music. The moves are worked into swiftly executed combinations.

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

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

MAJOR

HISTORY

Prerequisite:
HI 107, 108, 203, 204
Required for the Major
HI 301, HI 304 (or HI 409) internship; two seminars of senior/colloquium on the 400 level; two multicultural history electives; two history electives (one upper level US and one upper level European).

CONCENTRATIONS

HERITAGE STUDIES
Required for the Concentration
In fulfillment of the major requirements, courses must include HI 200, HI 354, and HI 401c (or 406 with appropriate research topic); additionally students must take SO 213 and one of the following: TH 216, SP 205, EN 204, RS 206, DA 319, HI 209, HI 311, HI 314, HI 338, HI 412.

MUSEUM STUDIES
Required for the Concentration
In fulfillment of the major requirements, courses must include HI 200, HI 412, and 400-level seminar with appropriate research topic; additionally students must take MS 201, MS 202, TH 327, and one of the following: SO 213, DA 319, HI 209, HI 298, HI 311, HI 378.

TEACHING HISTORY
Required for the Concentration
(In conjunction with the Education Department’s requirements for secondary licensure), the major meets the requirements for licensure in history. The concentration is designed to supplement with further content. In fulfillment of the major requirements, courses must include HI 200, HI 354, HI 412, and 400-level seminar with appropriate research topic (i.e. relating pedagogically to the seminar topic); additionally students must take two of the following: TH 303, TH 325, TH 327, SO 213, HI 209, HI 210, HI 211, HI 298, HI 314, HI 338.

MINORS

HISTORY
Required for the Minor
One introductory course (100-200 level), one seminar (300 or 400 level)
Undergraduate course descriptions

**Elective Courses**
Four additional courses in History (six courses total)

**MUSEUM STUDIES**

**Required for the Minor**
Select four from ID 344, 345; MS 201, 202, 301, 401.

**Required for the Certificate**
MS 201, 202, Two of the following: HI 412, ID 344, ID 345; and three courses in a supportive field.

**AMERICAN STUDIES**

**Required for the Minor**
HI 310, 406; two courses selected from EN 204, 306; HI 203, 204; PO 315

**Elective Courses**
Two additional courses from cross-disciplinary list.

**INTERNATIONAL RELATIONS**

**Required for the Minor**
HI 108, 328, 408B; PO 230

**Elective Courses**
PO 317 or 344; EC 203; HI 315 or 362

**COURSE DESCRIPTIONS**

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

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

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

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

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

**HI 204 U.S. History 1865 to the Present**
The second half of the survey describes the evolution of modern America, a nation shaped by prosperity and depression, by wars abroad, and by movements for equality at home. The course will 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 205 “Doing History”**
An experiential approach to historical research. Projects include reconstruction of towns and families, statistical interpretations of minority components of society, and genealogical research.

**HI 209 Pre-Colombian Civilizations**
This course analyzes major civilizations in the Americas prior to, at the point of, and after European contact. It traces the general history of these groups and their modern-day descendants, stressing the cultural ramifications after colonization and calling to question modern concepts of “indigeneity.”

**HI 210 Latin American Civilizations through the Twentieth Century**
This course explores themes in Latin American history from independence to the present. Among these are: religious, socio-economic, political, and cultural movements. Social and racial inequality and political instability will be given special attention.

**HI 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 212 Women in Early European Society**
A study of attitudes and social roles formulated in the early western European tradition. Topics will in-
clude: education, marriage and family, the cloister, queens, scholars, mystics, witches and saints.

HI 221 Tudor/Stuart England
This course will begin with the Tudors, especially Henry VIII and Elizabeth, move on to the Puritan Revolution in the 1640s, and then conclude with the origins of the liberal state. Readings will be in both history and literature. Course will consider cultural and political development.

HI 288 Special Topics in History
This course is designed to offer special topics in history at the intermediate level. It will be offered on the basis of necessity and faculty availability.

HI 301 Historiography and Methods
An historical survey of major problems in European and American historiography and philosophies of history from ancient times to the present.

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

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

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

HI 308 (ID 308, RS 308) The Medieval Vision
An interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundational. Added insights from a variety of disciplines supplement in- and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

HI 310 Culture and Society in Early America
Through the medium of autobiography, as well as art, artifacts, music, and folklore, major themes and issues of early American life will be 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 (TH 311) Oral History and Performance
Process of creating a Documentary Theatre script. Focus is on combining oral histories with research on a specified historical event and theatrical period. Methods and practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

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

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

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

HI 322 Birth of the Italian Renaissance
Political, 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.

HI 325 Nineteenth Century Europe
This course examines the ideas and events that shaped European society in the nineteenth century. We will analyze the impact of the French revolution and Napoleon’s Grand Empire on the development of nationalist, liberal, and romantic movements in Europe.

HI 328 Twentieth Century Europe
A survey of European history from World War I to the present. The course examines how Europe was impacted by the rivalry over colonies, two world wars, depression, fascism, communism, and the Cold War.

HI 354 Ethnicity in Modern American Culture
Using autobiography, novels, and film as well as 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. Issues to be addressed include assimilation vs. ethnic identity, race and immi-
Undergraduate course descriptions | history/interdisciplinary courses

engagement. The experience of immigrant groups, from the Irish of the 1840s to the Caribbeans, Vietnamese, and Latin Americans of the 1990s. All human societies transform the environment.

HI 355 Mediterranean Conflict and Continuity
The interrelationship of social and economic factors and their influence on political development in selected Mediterranean countries; neo-classicism, modern nationalism, great power interests, and the crisis of modernization.

HI 378 American Material Culture and Architecture
This course explores the transformation of the North American environment from the time of contact between indigenous peoples and Europeans through the processes of European-American agricultural development, industrialization and urbanization to the contemporary “environmental crisis,” examining both common practices and prevailing ideas about the relationship between nature, culture, material, and visuality.

HI 402A Seminar: In Search of Greece
Covers Greece in all periods—ancient, Byzantine, modern—using an interdisciplinary approach in order to recreate the reality and myth of a country with an unbroken history of three thousand years, as observed by writers and poets, artists and adventurers, diplomats and archaeologists. A survey based on primary literary and artistic sources. Discussions, oral reports and a term paper.

HI 402B Seminar: Culture and Empire
This seminar examines the way in which literature and culture impacted the construction and deconstruction of European empires in the nineteenth and twentieth centuries. We shall examine examples of imperial literature and analyze how they forged an imperial identity. The seminar also focuses on the native response to imperialism and the use of literature to create an anticolonial, independent identity.

HI 402C Seminar: Problems in Archaeology
A study of theoretical approaches to archaeological problems and new techniques used to solve these.

HI 402D Seminar: The Writer as Historian
By studying novels and watching plays of writers of different nationalities and ideological persuasions, the seminar will seek a more direct and personal understanding of some of the major intellectual, political, and social conflicts of the twentieth century.

HI 406 Colloquium: American Studies
The coordinating colloquium for students in the American Studies program is an intensive group examination of a single topic in American history. Possible topics include: Cold War culture; “Hard Times,” life in the Great Depression; the culture of the Vietnam era; unity and disunity in the Americas; and the family in American history. Students will engage in their own interdisciplinary research and complete a presentation and research paper.

HI 408B Colloquium: International Studies Divided Countries: An historical and comparative study of problems in divided and reunified countries. Topics include international and intercultural relations, minority rights, exchange of populations, religious conflicts, and the nature, organization, and leadership of resistance. Individual study projects will be selected by each student.

HI 409, HI 410
Individualized Study

HI 412/512
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 focused on the tasks and skills most congenial to their own vocational interests. Course can be taken at the undergraduate or graduate levels. The course syllabus will articulate extended requirements for graduate credit.

MUSEUM STUDIES

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

MS 202 Introduction to Museum Management
Museum Studies II introduces the student to organizational behavior in the museum setting. Issues such as multiculturalism, corporate sponsorship, cultural stereotyping, ownership, and authenticity will be examined. Students gain practical experience through real-world museum challenges in selected areas of importance, for example, exhibitions, education, grant writing, collections policy, and long-range planning.

ID 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 two credits. These units
provide an opportunity at the sophomore level for majors and minors to profit from the professional expertise of the directors of the campus museum/gallery sites in preparation for the professional internships.

**INTERDISCIPLINARY COURSES**

**COURSE DESCRIPTIONS**

**ID 208 Integrating the Elementary Curriculum**
Principles of curriculum and instruction are discussed and applied from an interdisciplinary viewpoint. The design of units is used as synthesizing agent. Course includes overview of major elementary curriculum areas and their integration in the teaching/learning process.

**ID 212 Strategies for Academic Success**
This course is designed to prepare students not only to experience increased academic success but also to acquire the knowledge and skills that would prepare them to serve as mentors and tutors for other students in the Student Success Center. The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level.

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

**ID 224A Natural Sciences: The Physical Sciences Perspective**
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. A “hands-on” approach to learning is integrated into the course.

**ID 224B Natural Sciences: Biological Perspectives**
The main themes of Biology will be investigated in this course. Students will study the Five Kingdoms, biological molecules and functions of the cell, photosynthesis, genetics, evolution, and selected topics in microbiology. These topics will be related to current events, including genetic testing, gene therapy, biological warfare, cancer, and emerging infectious diseases.

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

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

**ID 308 (HI 308, RS 308) The Medieval Vision**
An interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundational. Added insights from a variety of disciplines supplement in- and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

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

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

ITALIAN
See SPANISH

LAW AND GOVERNMENT
See POLITICAL SCIENCE

LIBERAL STUDIES
- Sister Barbara Loud, Program Advisor

MAJOR

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

Required for the Major
Students in the Liberal Studies major must take at least seven upper-level courses including two seminars. One of the seminars must be the Integrating Seminar for Liberal Studies. In addition to the Core Curriculum requirements students must take the prescribed number of courses in each division.

Humanities: A minimum of four humanities courses selected from Art, Communications, English, Foreign Language, Music, Philosophy, Religious Studies, Theatre.

At least two of these courses must be in English.

Social Sciences: A minimum of four social sciences courses selected from Education, Economics, History, Management, Museum Studies, Nursing, Political Science, Social Work, Sociology. At least two of these courses must be in History.

Natural Sciences: A minimum of three natural sciences courses selected from Biology, Chemistry, Computer Science, Mathematics, Physics, Psychology. At least one course must be in a laboratory science.

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

MANAGEMENT AND LEADERSHIP
- James Lane, Interim Department Chair
- Robert Gallagher
- John Mollica

MAJOR
The Management and Leadership major for undergraduates is offered in a conventional semester and degree format. Economics is offered as a minor (côlateral) area to Management and Leadership studies.

MANAGEMENT AND LEADERSHIP

Required for the Major
MT 203, 204, 209, 210, 230, 340, 350, 401, 402, 404; EC 201 and 202 and two electives chosen from CS 103; MT 206, 220, 270, 321, 322; EC 305.

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

MINORS

MANAGEMENT AND LEADERSHIP

Required for the Minor
MT 203, 204, 209

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

INTERNATIONAL MANAGEMENT IN SPANISH-SPEAKING COMMUNITIES

Required
Seven management courses: MT 203, 209, 220, 322, 350, 401, 402 Intercultural courses—select one: CO 332, EC 203, SP 205

COURSE DESCRIPTIONS

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

MT 204 Organizational Behavior
Application of research from behavioral sciences concerning the interaction of individuals, groups, and the sub-units within the total organization. Students engage in analysis, problem-solving, and decision-making as a response to case studies and exercises. Emphasis on group development, interpersonal skills, decision-making, and conflict resolution.
MT 206 Administration and Supervision of Early Childhood
This course introduces students to the critical elements in establishing and operating day care/early childhood centers. The course will focus on regulations, staff relationships, business practices, parent contacts, and community relationships.

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

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

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

MT 230 Quantitative Methods of Management
Students will gain an understanding of how statistical methods relate to 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 270 The Creation of New Business: The Role of Entrepreneurs and Small Business Founders
The creation of small businesses is the fastest growing part of the U.S. economy. New ideas for products and service in transportation, entertainment, financial and education services come from women and men who tend to value autonomy, are comfortable with risk, and possess a drive for achievement. Entrepreneurs need skills in planning, operations, leadership, and market strategy. Students will learn planning, forecasting, market research, and financial analysis as they apply to new business ventures. Recommended to have MT 203 and 209, but not required.

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

MT 322 Marketing Principles
Introduction to the marketing system in business including price and product management, promotion, and distribution. The use of advertising, planning, personal selling, and market research will be explored.

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

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

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

MT-401-01 Seminar: Administrative Theory
This professional seminar involves students in discussion, evaluation and analysis of management and organizational issues. Students experience and test theory on cases and exercises, using American companies as models and dealing with concepts such as transportation and communication, distribution and production, the role of government, and business management in the modern era. Also studied is the new relationship of management and the work force, focusing on the labor movement of the 20th century, as well as the shift from Keynesian to Monetarist economics. Students lead and facilitate seminar meetings using readings/cases and drawing on
classical and contemporary theories of management. Limited to Seniors only.

MT-402-01 Seminar: Managerial Policy
An examination of the strategies and approaches to managerial capitalism needed by organizations as a means of making decisions about the future. This capstone course integrates functional areas of management including finance, marketing, organizational theory and ethics. The learning process emphasizes case analysis and formal presentations of strategic management issues. Particular attention is on the first decade of the 21st century and the emergence of the global economy. A research paper on a significant management issue is required, as well as a group presentation of a business plan for a new company. This seminar course is supported by a grant from the Helen Cronin Foundation. Limited to Seniors only.

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

MT 409, MT 410 Individualized Study.

MATHEMATICS AND COMPUTER SCIENCE

Sister Barbara Loud, Department Chair
M. Cristina Squeff
Santhosh Matthew
Julia Benson
Laurie Kovijanic
James Briscoe

MAJOR

MATHEMATICS EDUCATION
(Mathematics Teachers Grades 8–12)

Required for the Major
Mathematics Courses
MA 101-102 or MA103-104, MA 203, 204, 211, 212, 253, 326, 328, 353

Education Courses
ED100, 101B, 205, 306, 308, 403; PS 203 or 202, PS310

MINOR

MATHEMATICS

Required for the Minor
MA 101-102 or 103-104, 203, 253

Elective Courses:

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

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

COURSE DESCRIPTIONS

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

MA 100 Algebra and Elementary Functions
Basic concepts of algebra including inequalities, solutions of equations, absolute value and rational expressions. Elementary functions and their graphs including polynomials, rational functions, exponential, and logarithmic. Provides a basic background for college mathematics. Prerequisite: satisfactory score on Accuplacer.

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

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

MA 105 Concepts in Contemporary Mathematics
Topics in discrete and finite mathematics selected from social choice, graph theory, combinatorics, probability, matrices, linear programming, and game theory. Applications to the natural and social sciences. Required for this course is a knowledge of the basic concepts of algebra, including inequalities, and functions and their graphs. Prerequisite C- or better in MA 100 or satisfactory score on Accuplacer.

MA 110 Discrete Mathematics
Introduction to discrete mathematical tools used in computer science. Topics include set theory, elementary logic, combinatorics, graphs, trees, induction, and recursion. Required for this course is a working knowledge of algebra and elementary functions. Prerequisite: C- or better in MA 100 or satisfactory score on Accuplacer.
MA 203, MA 204 Intermediate Analysis
Vector analysis, curves and surfaces, functions of several variables, partial differentiation, multiple integration, line integrals, Green’s Theorem, and an introduction to differential equations. Prerequisites: MA 102 or 104; MA 203 for MA 204.

MA 210 Statistics
Basic principles of statistics, including descriptive methods, classical tests, estimation, correlation and regression. Emphasis on applications. Prerequisite: C- or better in MA 100 or satisfactory score on Accuplacer.

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

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

MA 321, MA 322 Mathematical Statistics
Probability random variables, special distributions, sampling distributions, estimation, hypothesis testing, correlation and regression, analysis of variance, non-parametric statistics. Prerequisites: MA 204 for MA 321; MA 321 for MA 322.

MA 323 Numerical Analysis
Approximation methods; numerical solutions to equations; approximation of functions of polynomials, orthogonal functions, numerical integration; elements of linear algebra; inversion of matrices, numerical solution of differential equations. Prerequisites: MA 204 and 253.

MA 324 Mathematical Models
Mathematical models in the social and life sciences, including deterministic, axiomatic, and probabilistic models. Examples include population change, stable and unstable arms races, Markov chains, and social choice. Prerequisites: MA 203 and 253.

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

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

MA 351, MA 352 Advanced Calculus
Real number system, functions, limits, continuity, derivative, L’Hospital’s rule, Riemann integration, Taylor polynomial, sequences and series, improper integrals, Laplace transform. Prerequisites: MA 204; MA 351 for MA 352.

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

MA 409, MA 410 Individualized Study

MEDICAL RADIOGRAPHY

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

Full-time Two-Year Curriculum Plan

<table>
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<tr>
<th>Prerequisites</th>
<th>Year 1, Summer</th>
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<th>Year 1, Spring</th>
<th>Year 2, Summer</th>
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<td>BI 105 Anatomy &amp; Physiology I/Lab</td>
<td>MR 100 Introduction to Radiologic Technology/Lab (3 weeks) 3</td>
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<td>BI 106 Anatomy &amp; Physiology II/Lab</td>
<td>MR 101 Radiologic Procedures &amp; Related Anatomy I and Lab (First 7.5 weeks) 3</td>
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<td>MR 111 Radiologic Imaging I and Lab (Second 7.5 weeks) 3</td>
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<td>MR 120 Radiologic Clinical I 3</td>
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<td>Non-Medical Radiography course (15 weeks) 3</td>
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<td>MR 112 Radiologic Imaging II and Lab (Second 7.5 weeks) 3</td>
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<td>MR 131 Radiologic Physics (15 weeks) 3</td>
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<td>MR 121 Radiologic Clinical II (15 weeks) 3</td>
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MR 220 Radiologic Clinical III (12 weeks) 6
Year 2, Fall
MR 201 Radiologic Procedures & Related Anatomy III and Lab (First 7.5 weeks) 3
MR 211 Radiologic Imaging III and Lab (Second 7.5 weeks) 3
MR 231 Radiation Biology and Protection (15 weeks) 3
MR 221 Radiologic Clinical IV (15 weeks) 4
Non-Medical Radiography course (15 weeks) 3

Non-Medical Radiography Courses
The listing of Medical Radiography courses in the curriculum above provides a guideline of how many courses should be taken each semester.
The seven prescribed non-Medical Radiography courses are:
EN 105 Writing Seminar 3
EN 106 Critical Reading, Thinking and Writing 3
ID 304 Exploring Ethics 3
MA 210 Statistics 3
PS 203 Introduction to Psychology 3
SO 201 Introduction to Sociology 3
SP 100 Spanish for Health Professionals 3

COURSE DESCRIPTIONS
MR 100 Introduction to Radiologic Technology and Lab (3 Credits)
The general goal of this course is to assist the student to become familiar with the basic medical terminology, radiation protection principles, procedures, settings, and patient care skills associated with the profession of medical radiography (which may be combined with like educational content presently contained within an AD Nursing curriculum). 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 entering the clinical environment.

MR 101 Radiologic Procedures and Related Anatomy I and Lab (3 Credits)
In this first course of a series of three courses, students will learn how to safely and efficiently move/ manipulate typical types of radiographic and fluoroscopic equipment, locks, and accessories. Students will learn and be exposed to medical terminology as it pertains to medical radiography. The student will demonstrate and practice, with evaluations in the lab setting, the body positions required to obtain the routine view for examinations of the following anatomic parts: chest, abdomen, hand, wrist, forearm, elbow, humerus, toes, foot, calcaneous, ankle, fibula, knee, patella, and femur. Concurrently, students will study all pertinent anatomic structures, organs, and more relating to the exams covered in this course both in class and through guided self-study exercises. There will be two two-hour lectures per week. The class will be divided into two four-hour lab sections per week. The course will run for the first seven weeks of the semester.

MR 111 Radiologic Imaging I and Lab (3 Credits)
In this, an introduction to the art and science of medical imaging, students will learn the basic elements common to all forms of medical imaging utilized in modern radiology departments. Principles, concepts, and applications of signal theory will be studied within the framework of film/screen and digital/computed radiologic imaging and fluoroscopic imaging. A general, introductory application of signal theory to computerized tomography, medical sonography, magnetic resonance imaging (MRI), and nuclear medicine imaging will also be presented. Factors, equipment, theoretical foundations relevant to the production of various levels of radiologic density/brightness will also be studied. Application of these factors and diagnostic equipment within structured laboratory exercises will provide practice for the production of consistent, quality images. There will be two two-hour lectures per week. The class will be divided into two four-hour lab sections per week. The course will run for the second seven weeks of the semester.

MR 120 Radiologic Clinical I (3 Credits)
Starting with a formal orientation at the student’s assigned clinical site, students will progress from structured observational experiences through guided clinical application of procedure performance skills to assessment and achievement of clinical competency in the performance of those radiologic exams studied in Radiologic Procedures with 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 of the chest, abdomen, and upper and lower extremities. There will be two seven-hour days of clinical preceptorship per week for 15 weeks.

MR 102 Radiologic Procedures and Related Anatomy II and Lab (3 Credits)
In this second course of a series of three 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, lumbarosacral spine, and coccyx. Concurrently, students will expand their radiographic medical terminology knowledge. There will be two two-hour lectures per week. The class will be divided into two four-hour lab sections per week. The course will run for the first seven weeks of the semester.

**MR 112 Radiologic Imaging II and Lab (3 Credits)**

This continuation of study of the principles, factors, and practices associated with the production of medical radiographic images will include a further analysis of radiographic density/brightness production plus detailed analyses of factors producing radiographic contrast and detail/spatial resolution. Methods of image archiving and transmission will also be studied. Laboratory exercises will assist the student in application of the factors studied to produce consistent, quality images, and, through application of computer image post processing algorithms, optimize images. There will be two two-hour lectures and one four-hour lab per week for the second seven weeks of the semester.

**MR 131 Radiologic Physics (3 Credits)**

An initial study of the fundamental theories and principles relevant to classical Newtonian physics will be followed by the study of atomic structure. In addition, students will study the physical principles relevant to the function/operation of x-ray-generating equipment, the interaction of x-radiation with matter, and radioactive processes. Correlations between the principles learned and procedures/practices involved with the production of radiographic images will also be studied. There will be three hours of lecture per week.

**MR 121 Radiologic Clinical II (3 Credits)**

Students will continue to develop confidence in the performance of those radiographic exams that were incorporated in the first semester’s study. In addition, they will progress from structured observation to the performance of those radiographic exams that were practiced and evaluated within the classroom and lab to receive formal training in the performance of venipuncture for the purpose of administration of radiologic contrast agents as well as instruction on the anatomy and positioning of the skull and sinus. The clinical practicum will consist of five seven-hour day clinical preceptorship days per week for 10 weeks. Assignment to a second Clinical Site and possibly a third will occur during Clinical III. Weekly clinical conferences/critique sessions will be incorporated.

**MR 201 Radiologic Procedures and Related Anatomy III and Lab (3 Credits)**

In this third course of a series of three courses, students will learn the gross and topographic anatomic structures, pertinent medical terminology, as well as relevant body positions and sequences that are associated with the following radiographic exams: special views of the chest, upper and lower extremities, facial bones, as well as minor specialties: mammography, emergency room radiography, and genito-urinary imaging. In addition, students will review the anatomy and positioning for exams covered in prior semesters. Concurrently, the routine body positions required to obtain routine radiographic images for these exams will be practiced and evaluated within laboratory sessions. There will be two two-hour lectures per week. The class will be divided into two four-hour lab sections per week. The course will run for the first seven weeks of the semester.

**MR 211 Radiologic Imaging III and Lab (3 Credits)**

This culmination of study of the principles, factors, and practices associated with the production of medical radiographic images will focus on combining all principles and practices that were covered in the prior two semesters within a coherent, comprehensive approach to the development of a technical, imaging protocol system. In addition, students will study the general operation/function of CT and MRI equipment. Laboratory exercises will assist the student in application of the factors studied to produce consistent, quality images. There will be two two-hour lectures per week. The class will be divided into two four-hour lab sections per week. The course will run for the second seven weeks of the semester.

**MR 220 Radiologic Clinical III (6 Credits)**

During this intensive, 12-week clinical preceptorship, students will develop higher-level performance competency of those exams that were covered during the freshman year. Emphasis will be placed on students demonstrating progressively increased levels of organizational skill, performance speed, and accuracy as they progress through the semester. During the first two weeks, students will return to the classroom and lab to receive formal training in the performance of venipuncture for the purpose of administration of radiologic contrast agents as well as instruction on the anatomy and positioning of the skull and sinus. The clinical practicum will consist of five seven-hour day clinical preceptorship days per week for 10 weeks. Assignment to a second Clinical Site and possibly a third will occur during Clinical III. Weekly clinical conferences/critique sessions will be incorporated.
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, genitourinary system, and those exam studies that are commonly performed within the Emergency Room/Urgent Care setting. There will be three seven-hour day clinical preceptorship days per week for 15 weeks. Daily clinical conferences/critique sessions will be incorporated. In addition, students will participate in a two-week intensive clinical experience at the beginning of the session.

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, genitourinary system, and those exam studies that are commonly performed within the Emergency Room/Urgent Care setting. There will be three seven-hour day clinical preceptorship days per week for 15 weeks. Daily clinical conferences/critique sessions will be incorporated. In addition, students will participate in a two-week intensive clinical experience at the beginning of the session.

MR 240 Advanced Radiologic Procedures (3 Credits)
Selected exams in cardiovascular/peripheral-vascular imaging and interventional radiology will be studied. In addition, students will learn the fundamental elements of body sectional images in the axial, coronal, and sagittal planes. Lastly, students will engage in an intensive review of all material covered in prior semesters followed by comprehensive performance testing, with established minimum acceptable criteria, in those materials. This course will run for 15 weeks and will consist of a combination of classroom sessions, computer lab exercises, and guided self-study exercises.

MR 250 Radiologic Pathophysiology (2 Credits)
In this course, common radiologic findings relating to those exams that 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 students’ ability to increase their proficiency in assessing the diagnostic completeness of the images they produce. A combination of guest lectures from radiologists, guided self-study exercises, and classroom discussions will run for two hours per week for 15 weeks.

MR 222 Radiologic Clinical V (4 Credits)
Students will continue to develop confidence in the performance of those radiographic exams which were incorporated in the prior three semesters’ study. In addition, they will demonstrate “Exit Competency” in their performance of all exams required for graduation from the program. Students will also present a portfolio that demonstrates their performance in the clinical environment for the past four semesters. There will be three seven-hour day clinical preceptorship days per week for 15 weeks. Daily clinical conferences/critique sessions will be incorporated.

MUSEUM STUDIES
See HISTORY

MUSIC

Sheila Grace Prichard, Department Chair
Douglas Anderson  Paul Huberdeau  Wanda Paik, Patricia Stedry  Elizabeth Vercoe

MINOR

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

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

COURSE DESCRIPTIONS

MU 103 Introduction to Musicianship
Introduction and reinforcement of elementary musical skills for students with little or no formal musical experience. Includes music notation, scales, chords, and basic keyboard techniques. Each student participates at a computer/keyboard station to learn interactive techniques through state-of-the-art MIDI (Musical Instrument Digital Interface) applications. Not intended for students with significant musical experience. Especially planned to meet the needs of the beginner. Enrollment limit: ten. Offered Fall 2010.
MU 104 Fundamentals of Music
Designed as a sequel to Introduction to Musicianship for students who have had some musical experience. Includes study of intervals, chords, and musical structure. Concepts are reinforced through advanced keyboard/computer MIDI applications. Prerequisite: MU 103 or MU 209 or with permission. Enrollment limit: ten. Offered Spring 2011.

MU 207 What to Listen for in Music
An exploration of the wide range of music heard today: western, non-western, popular, and classical. A study of various elements, styles, and forms of music. Includes lectures, discussion, critical listening, field trips, and concert attendance. Students gain skills that will enable them to become more sophisticated listeners. Not offered 2010-2011.

MU 209 Class Piano I.
Piano I is designed to teach beginners to play the piano. Students gain basic skills and confidence in note-reading, rhythm, and technique. Each student participates at her/his own newly updated computer/keyboard station using state-of-the-art Musical Instrument Digital Interface (MIDI) applications. Students play familiar tunes with two hands by semester’s end! Offered Fall 2010 and Spring 2011.

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. Offered Spring 2011.

MU 211 Keyboard Performance Ensemble
A collaborative course in which keyboard students perform ensemble music of all styles, including classical and popular genres. Through the use of digital keyboards, which simulate the sounds of the various orchestra instruments, students will be able to perform the music of orchestra, jazz band, big band, and many other styles. A highlight of the semester is to play with an orchestra in a Regis concert. Not offered 2010-2011.

Prerequisite: MU 209 or with permission.

MU 300 Instrumental Music Ensemble
Instrumental Music Ensemble is open to players of all instruments: strings, winds, brass, percussion. Repertoire is varied, from classical to jazz, and students have opportunities to perform on campus for special events and liturgies, including the annual Christmas Concert. Rehearsal is held once a week. Students take the course on a Pass/No Pass basis; students are expected to (1) attend all weekly rehearsals, (2) attend additional rehearsals immediately before a performance if necessary, (3) practice outside of class time, and (4) participate in all performances. Students must supply their own instruments. Registration in Fine Arts Center Music wing as posted. Bring your class schedule with you. Offered 2010-2011.

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. Not offered 2010-2011.

MU 307 Symphonic Music
Symphonic literature from the eighteenth century to the present. Study of works by Haydn, Mozart, Beethoven, the Romantic composers, and such twentieth-century figures as Stravinsky and Carter. Not offered 2010-2011.

MU 308 Music and Theatre
A study of selected major musical, dramatic works of western music, with special emphasis on opera, the musical, and ballet. Not offered 2010-2011.

MU 310 The Piano and Its Music
A study of select music written for the piano from the time of Haydn and Mozart to the present. Includes an investigation of music in a wide range of styles in both the classical and popular traditions as well as an exploration of the role of the piano in society. Not offered 2010-2011.

MU 315, MU 316 Glee Club
Glee Club provides a congenial setting in which Regis students experience the unifying power of singing together. The student-led group affords many leadership opportunities, including service as choral officers, section leaders, and concert tour organizers. Singers learn basic note reading and correct singing techniques. Repertoire includes a broad range of musical styles including classical works, folk songs, spirituals, show tunes, and popular music. Activities include performance for various campus functions, including special liturgies, and exchange concerts with men’s choirs. Every three years the Glee Club also travels to Europe on Concert Tour, the next one scheduled for March 2013. Annual highlights include the Christmas Concert with orchestra, the Collegiate Choral Festival (hosted by the Regis Glee Club with participation by 8-10 collegiate choirs), and production of a professional CD of repertoire performed during the year. Brief audition required. Offered 2010-2011.

Regis College Alumnae Chorus (non-credit)
A multi-generational group ranging in age from just graduated to seventy-something. Open to Regis College Glee Club alumni and other interested singers,
Undergraduate course descriptions  ■  nursing

MU 318 Global Music
A study of music from a multi-cultural perspective. Emphasis will be on the enormous range of musical resources of the Hispanic, African, and Asian cultures and on the ways those cultures have influenced musicians as diverse as Claude Debussy, George Harrison, John Cage, and Philip Glass. Not offered 2010-2011.

MU 320, MU 321 Chamber Singers
An advanced singing group structured for the skilled singer who also participates in Glee Club. Skills required (and refined in Chamber Singers) include: good tone production and intonation, choral blend, sight-reading, and independence in part-singing. Chamber Singers perform a variety of repertoire both on and off campus, with emphasis on a cappella skills, and learn basic handbell-ringing techniques. Audition required.

MU 333 Twentieth-Century Music
Exploration of some of the main trends and currents in twentieth-century music and of the ways they relate to a period characterized by rapidly developing technology. Emphasis on the music, the creators of the music, the performance practices, and the concert scene in the cultivated, the vernacular, and the “crossover” styles. Offered Spring 2011.

MU 336 Musical Forms: Shaping Forces in Music
An introduction to musical form and analysis. The course will focus on the shaping forces in music. Students will investigational structure of small and large compositions, ranging from simple songs to opera and the symphony. The student learns how to listen intelligently to music. Not offered 2010-2011.

MU 409, MU 410 Individualized Study in Applied Music
Individualized Study is for students who wish to take private music lessons for credit. Required: forty-five-minute lesson weekly and recital performance. Payment for these private lessons is made in advance, directly to the teacher. Offered every semester.

Applied Music (Private Lessons)
Non-credit private voice and instrumental lessons are also available each semester, and the student may elect a 30- or 45-minute session, paid in advance, directly to the teacher. Registration is held in the music wing of the Fine Arts Center as posted. Offered every semester.

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

NURSING

• Antonio Hays, Dean, School of Nursing, Science & Health Professions  ■  Nancy Bittner, Assistant Dean, School of Nursing, Science & Health Professions  ■  Mary Smalarz  ■  Mary Crowley  ■  Patricia Dardano  ■  Penelope Glynn  ■  Mary Beth Scanlon  ■  Nancy Street  ■  Cynthia Bashaw  ■  Patricia Ciarleglio  ■  Joanne Dalton  ■  Margherite Mattes  ■  Diane Welsh  ■  Helen Mahoney West  ■  Michelle Cook  ■  Karen Crowley  ■  Kathleen Donaher  ■  Joyce Oppenheimer  ■  Ellen Tucker  ■  Mary Ann Hart  ■  Nancy DelGiudice  ■  Patricia Grobecker  ■  Carol Martin  ■  Susan Sawyer  ■  Patricia McCauley  ■  Kellie la Pierre  ■  Lisa Fardy

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 National League for Nursing Accrediting Commission.

Associate of Science in Nursing (AS)

MAJOR

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

Associate of Science with a major in Nursing/Degree Requirements

Two-year Day Division

Year 1  ■  credits
Semester I - 15 weeks
BI 105 Anatomy & Physiology I/Lab  ■  4
BI 108 General Microbiology/Lab  ■  4
*EN 105 Writing Seminar  ■  3
NU 101 Foundations of Nursing Practice  ■  9

Semester II - 15 weeks
BI 106 Anatomy & Physiology II/Lab  ■  4
PS 233 Introduction to Human Development  ■  3
NU 102 Adult Nursing Practice  ■  10
Year 2
Semester I - 15 weeks
SO 201 Introduction to Sociology 3
++ID 304 Exploring Ethics 3
*MA 210 Statistics 3
NU 201 Family-Focused Nursing Practice 10

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

2 ½ - Three-year Day or Evening/Weekend Division
Year 1
Semester I and II; Summer I/II (optional)
Non-Nursing Courses:
BI 105 Anatomy & Physiology I/Lab 4
BI 106 Anatomy & Physiology II/Lab 4
BI 108 General Microbiology/Lab 4
PS 233 Introduction to Human Development 3
SO 201 Introduction to Sociology 3
MA 210 Statistics 3
EN 105 Writing Seminar 3
EN 106 Critical Reading, Thinking & Writing 3
ID 304 Exploring Ethics 3

Year 2
Semester I - 15 weeks
NU 101 Foundations of Nursing Practice 9
Semester II - 15 weeks
NU 102 Adult Nursing Practice 10

Year 3
Semester I - 15 weeks
NU 201 Family-Focused Nursing Practice 10
Semester II - 15 weeks
NU 202 Comprehensive Nursing Practice 11

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

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 the basic needs for: oxygenation, food and fluid, elimination, rest and activity, sexuality, and safety. The health restoration focus addresses the concepts of pain, inflammation and infection. These concepts and the stress adaptation phenomenon are applied to the adult and older adult. Communication, basic research skills, a philosophy of caring, and the ethical/legal standards of practice are taught as integral to professional role development. The course introduces the student to the major categories of client needs: Promotion of Wellness/Health Promotion and Maintenance; Physiological Integrity; Safe, Effective Care Environment and Psychosocial Integrity. The concepts of adaptation, nursing process, professional role, communication, critical thinking and past, current and future trends in health care including an evidence-based approach to nursing practice complete the design. The concurrent clinical component of the course provides the student opportunities to care for adults and older adults in structured medical/surgical settings. Simulated clinical experience enables the students to practice and refine psychomotor skills. With the direction of the faculty, students use these learning experiences to develop beginning skills and competencies. The course fosters the use of critical thinking skills and nursing process. Learning experiences lead to the application of selected culturally competent therapeutic nursing interventions in the promotion of adaptation in the adult individual. Prioritizing and sequencing basic aspects of nursing care enables the student to contribute to the management of client care and promotes professional development. Evaluation of course/clinical objectives achievement by the student and faculty provides mutual feedback. Self-evaluation is used to promote self-understanding and professional development.*

NU 102 Adult Nursing Practice
This course emphasizes the knowledge and skills essential for the nursing management of adult medical and surgical individuals and their families in structured settings as they adapt to changes in the health/illness spectrum. The focus is on health promotion and health restoration related to surgery and alterations in mobility; cell function; oxygenation; endocrine; neurologic, immune, gastro-intestinal and sensory functions; acid-base balance and sexuality. Professional role, critical thinking and ethical-legal issues are explored and developed and a philosophy of caring is fostered through the use of nursing process and the application of culturally competent therapeutic nursing interventions. Communication skills are used to promote wellness and adaptation of individuals and their families. The inter-relatedness of the health team is considered through application of beginning leadership and management principles. The research process is used as a vehicle to enable the student to suggest change to improve the quality of care. Concurrent clinical experiences in care management for selected adult individuals are provided to allow students to correlate theoretical knowledge to the evidence-based practice of nursing and to foster growth in skills and competencies. Simulated clinical learning experiences in the nursing arts lab introduce the student to new nursing skills prior to their application in clinical practice. Further professional role exploration and development is emphasized through weekly self and faculty evaluations of the student’s clinical progress.*
NU 201 Family-focused Nursing Practice

This course focuses on developing the professional role of the nurse in providing nursing care to women, children and their families. Communication and critical thinking skills are utilized in applying the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for childbearing and childrearing families. Strategies within the health/illness spectrum are discussed related to high-risk pregnancy, high-risk parenting and common health problems of women and children. 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. Research concepts, historical and current perspectives are addressed in this specialty. Analysis of ethical and legal concerns and the exploration of cultural influences on client needs augment theoretical concepts and promote critical thinking. 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 competencies in assisting these populations. Simulated clinical learning experiences in the nursing arts lab provide opportunities to develop and practice skills that are utilized in the clinical area. Area. Evaluation of the course/clinical objectives by the students and faculty and student/faculty conferences provide feedback of student clinical progress to enhance professional development.*

NU 202 Comprehensive Nursing Practice

This course focuses on the knowledge, skills and abilities required to care for adult individuals and is directed toward assisting individuals and families to adapt to complex stressors in the health/illness spectrum. 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, sensory perception and multiple organ dysfunction/shock. 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. Emphasis is placed on an evidence-based approach to nursing care of individuals and families. The planning, delivery and management of comprehensive, individualized, quality care is based on the utilization of research findings and is guided by ethical, legal and professional standards of nursing practice. Professional role is further developed in order to initiate change and foster a safe, effective care environment. Leadership and management skills within the multi-disciplinary health care team are practiced as students assume responsibility for their own learning and for the care provided to clients. A philosophy of caring permeates the students’ critical thinking skills and communication skills utilizing the nursing process. Students generate culturally competent therapeutic nursing interventions to promote adaptation of clients and families. 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, interwoven with an intravenous practicum 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 theoretical concepts to clinical practice. Evaluation of the course/clinical objectives by the student and faculty and student/faculty conferences provide feedback of student clinical progress to enhance professional development.*

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

BACHELOR OF SCIENCE IN NURSING PROGRAM

ADMISSION POLICIES

Unless a first-year student has been admitted as a Direct Acceptance candidate, admission to Regis College as a first-time student or transfer student does not guarantee the student entry into the nursing program. Regis admission does enable the student to compete for entry into the Regis nursing program at the conclusion of the first term of the second Regis year. No student is guaranteed nursing program admission even if she or he meets the basic requirements for nursing program admission. At the conclusion of each fall term, Regis will admit a designated, pre-established number of qualified students into the Regis nursing program. The decision will be based, primarily, on the student’s grade point average to date, with particular attention to the quality of performance in “Introduction to Nursing” and in prerequisite Regis science and mathematics courses. A student denied admission to nursing may continue in another academic major so long as she or he remains in good academic standing and meets the qualifications of that academic major.

To be considered for the nursing major, students must:

1. Have at least a B (3.0) Cumulative Grade Point Average with no individual course grade below a C (2.0).
2. Have an interview with the Dean of the School of Nursing, Science and Health Professions, the Assistant Dean, or designee.
Other requirements for admission also apply. For a full explanation, contact the School of Nursing & Health Professions or see the Handbook for Student Nurses.

**BACCALAUREATE DEGREE REQUIREMENTS AND COURSE SCHEDULE**

**CURRICULUM PLAN (EFFECTIVE CLASS OF 2014)**

**BACCALAUREATE IN NURSING FOR TRADITIONAL UNDERGRADUATE STUDENTS**

<table>
<thead>
<tr>
<th>Year 1, Fall</th>
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<tr>
<td>First-year Seminar</td>
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<tr>
<td>EN 105 Writing Seminar</td>
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<tr>
<td>BI 105 Anatomy and Physiology I</td>
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<td>SO 201 Introduction to Sociology</td>
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<td>MA 210 Statistical Methods</td>
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<tr>
<td>First-year Seminar</td>
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<tr>
<td>Ethics ID 304</td>
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<td>BI 106 Anatomy and Physiology II</td>
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<td>EN 106 Critical Reading, Thinking &amp; Writing</td>
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<td>Philosophy</td>
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<tbody>
<tr>
<td>History or Literature</td>
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<tr>
<td>NU 203 Intro. to Nursing</td>
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<td>Religious Studies Requirement</td>
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<td>CH 105 Introductory Chemistry</td>
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<td>SP 100 Spanish for Hlth Prof.</td>
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<td>Elective</td>
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<tr>
<td>BI 108 Microbiology</td>
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<td>PS 233 Intro to Human Development</td>
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<td>NU 105 Normal Nutrition</td>
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<tr>
<td>NU 320 Clinical Pharmacology</td>
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<td>NU 324 Prof. Nursing (Clinical)</td>
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<td>NU 304 Health Assessment</td>
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<td>NU 333 Psych/Mental Health Nsg. (Clin.)</td>
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<td>NU 326 Acute Care of Child (Clin.)</td>
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<td>NU 332 Family Health Nsg. (Clin.)</td>
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<td>NU 409 Research in Nursing</td>
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<td>NU Elective</td>
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<td>NU 345 Complex Nursing (Clin.)</td>
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<td><strong>Total</strong></td>
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**Total Credits** 129

**NU 105 Normal Nutrition**

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.

**NU 203 Introduction to Nursing**

An introductory seminar for the student to discuss the discipline of nursing from its historical roots through current status and future trends. It introduces the novice to the philosophy and concepts of baccalaureate education in nursing. The relationship between nursing and non-nursing courses is considered in the development of the professional nurse. Roles of the professional nurse are examined with regard to theory, research, and practice, as well as professional, social, legal, and political issues. (Formerly, NU 201.)

**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 320 Clinical Pharmacology
This course introduces the student to the basic concepts of pharmacology essential for basic nursing practice including those biological factors affecting the action of drugs, dose-response relationships, drug-drug interactions, and adverse effects. Topics include the clinical application of drug therapy for the treatment of hypertension, coronary artery disease, peptic ulcer disease and related disorders, diabetes, common respiratory diseases, infections, and selected central nervous system disorders. The student will also be introduced to the process of selecting appropriate therapeutic regimens and establishing monitoring parameters with an emphasis on application to nursing practice.

NU 324 Professional Nursing
This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing health care system. It focuses on acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice, as well as classroom content.

NU 325 Acute Care Nursing
This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/family, the health care system, and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute care setting.

NU 326 Acute Care of the Child
This course focuses on the secondary level of health care, specifically examining the biopsychosocial needs of children and their families with acute multi-system health problems. Taken concurrently with NU 332-Family Health Nursing, it helps the student develop a lifespan perspective to acute care while allowing an in-depth exploration of the special needs and problems of the acutely ill child and her family in the acute care setting.

NU 332 Family Health Nursing
This course focuses on the adaptation of the family during childbearing. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. Selected clinical experiences in maternal-newborn settings help the learner begin to develop critical thinking skills and competence in family health nursing.

NU 333 Psychiatric/Mental Health Nursing
This course focuses on the role of the professional nurse in the 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 340 Community Nursing
The role of the professional nurse in the primary level of health care is explored. Using client models, nursing process, and the adaptation model, students learn to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course focuses on community and family assessment, communication, critical thinking and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students develop competence in a clinical practice setting.

NU 345 Complex Care Nursing
In this synthesis course, students analyze the cultural, spiritual, biopsychosocial needs of clients and their families who face complex 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 409 Research in Nursing
This course focuses on the research process as a tool for developing therapeutic nursing interventions. Components of the research process are defined, discussed, and applied. Students use critical thinking skills to analyze published research reports for their utility in nursing practice. Students develop research skills to fulfill the role of consumers and critical analyzers of research.

Student Absences
Attendance at all nursing classes is mandatory. Absences may result in the assignment of an incomplete grade. The course faculty will review any extenuating circumstance resulting in an absence. Make up of missed classes may be required. Failure to make up classes may result in a failing grade in the course and may jeopardize progression within the program.

Absences in Supervised Clinical Placements
Students are expected to attend all scheduled clinical days. During any given semester (Summer I & II count as one semester), regardless of the number of clinical courses that semester, any student who misses more than one clinical day is required to make up those absences at the student’s own expense (see
policy regarding payment for clinical makeup in Nursing Student Addenda Handbook) through negotiation with the primary course faculty member and clinical faculty member. During an eight-credit clinical course (i.e., NU 324, 325), any student who misses three clinical days due to extraordinary circumstances or more than two days in a six-credit course (i.e., NU 326, 332, 333, 340, 345) will be subject to review by the Course Coordinator and may be required to withdraw from the course.

PHILOSOPHY & RELIGIOUS STUDIES

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

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

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

MINOR

RELIGIOUS STUDIES

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

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

COURSE DESCRIPTIONS

INTERDEPARTMENTAL

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

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

PHILOSOPHY

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

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

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

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

RELIGIOUS STUDIES

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

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

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

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

RS 201 Old Testament
A study of the sacred writings of the Jewish tradition with emphasis on the historical, cultural, and religious backgrounds of the writings. Questions to be considered include: What is the historical message of the Bible? What is its religious message? Does the Bible have a message for today?

RS 202 New Testament
A study of the New Testament, including Gospels and Epistles, with stress on contemporary understanding, taking into account the historical, cultural, literary, and religious backgrounds of these writings.

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

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

RS 211 Religion and Society
Study of the social dimension of religion including the role of community, of ritual, and the responsibilities of love and justice toward society at large.

RS 215 Catholicism: Contemporary Perspectives
A study of key topics in Catholic theology: God, Jesus, church and worship. Emphasis will be placed on a contemporary understanding of Catholic thought in light of its historical sources. Particular attention will be paid to the question of the Church’s place in the modern world and the challenges it faces in such forms as pluralism, feminism, and secularism.

RS 216 The Meaning of Faith
An exploration of the problem of belief: The course will deal with human self-understanding and meaning. Students will confront faith and a delicate balance of personal decision and personal surrender. Unbelief will be examined.

RS (SO) 280 Spirituality and Service
This interdisciplinary course will be co-taught by a professor from the religion department and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in service settings in religious and secular settings that engage in direct service and advocacy. This course will engage students in applying sociological and theological concepts and theories to their experiences performing service work in a variety of settings.

RS 304 Symbol and Ritual in Human Life
A study of the role of symbol and ritual in contemporary life. This will include an examination of the significance of religious ritual as an instrument for expressing and developing human life.

RS 308 (HI 308, ID 308) Medieval Vision
An interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period, with history, philosophy, and theology as foundational. Added insights from a variety of disciplines supplement in-and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

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

RS 317 Pluralism: One God, Many Faiths
An examination of the implications of religious pluralism. Is there one path to salvation or many? Is Christianity unique? Is there more than one religious truth? Are all religions equally true?

RS 318 Women and Religion
Studies the exclusion of women from positions of influence in religion in spite of their historically devoted support of religion. The course draws on theology and cross-cultural studies to examine the status of women in religion and the social structures supported by images of women.

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

RS 409, RS 410 Individualized Study

POLITICAL SCIENCE

- Michael Jackson, Interim Department Chair
- Laura Bertonazzi
- Lauren Forcucci
- Alison Uzdella

MAJORS

POLITICAL SCIENCE

Political Science, International Relations, and Law and Government

The Political Science, International Relations, and Law and Government programs introduce students
to the principles of political life and thinking; the theoretical, methodological, historical and policy dimensions of Political Science; and help them understand what the role of a politically-aware citizen of the 21st century should be.

Along with these majors, the department offers minors in Law and Government, American Politics, Comparative Politics, and International Relations. Whether as a major, a minor, or a pre-professional curriculum, these programs help prepare students for potential careers in public service, law, business, global affairs, journalism, education, political activism, among others.

The department also oversees the Pre-Law program. It is anticipated that the Law and Government program will be expanded in the future. Law and Government is an interdisciplinary field that seeks to understand the nature and function of law as it exists in communities. Law operates at all levels (local, national and global). The phrase “government of laws” gives enormous significance to the legal system of the United States. These laws are a product of both the political processes and cultural norms of a society. This Law and Government program is drawn primarily from Political Science, with some Sociology courses, and one in Ethics. Elective choices within this major are as noted. Those students who are thinking of future careers as lawyers, in law enforcement, or other legal professions should consider this option as their major.

**MAJOR**

**POLITICAL SCIENCE**

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

**Prerequisites**

PO 210, 211, 212, 230

**Required for the Major**

Two seminars: PO 303, 403

**Electives**

**AMERICAN POLITICS**

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

**INTERNATIONAL/COMPARATIVE POLITICS**

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

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

**INTERNATIONAL RELATIONS**

The major in International Relations consists of eleven courses.

**Required for the Major**

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

**Electives**

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

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

Strongly recommended for students in this program: Foreign language proficiency in additional/third language—this will provide more career options

Internship at an international organization or government agency

Study Abroad semester

**MAJOR**

**LAW AND GOVERNMENT**

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

**Prerequisites**

PO 210; SO 201

**Required for the Major**

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

**Elective Courses**

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

**MINORS**

**AMERICAN POLITICS**

**Required for the Minor**

PO 210 and five electives from the American course listings

**COMPARATIVE POLITICS**

**Required for the Minor**

PO 211 and five electives from the international/comparative course listings

**INTERNATIONAL RELATIONS**

**Required for the Minor**

PO 230 and five electives from the international relations/comparative course listings.
LAW AND GOVERNMENT

Required for the Minor
LG 201; PO 210, 310; LG/PO 406

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

COURSE DESCRIPTIONS

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

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

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

PO 212 Political Theory: Introduction
The course is a general survey of political theory with a particular focus on the classical forms of government and major concepts in political ideologies. The four chief goals of the course will be to increase the students’ appreciation of political ideas and the particular ideas shaping Western Civilization (as a grounding for later explorations of non-Western traditions), to help students appreciate the contributions they can make to political life, to serve as a foundation for the department’s upper level courses to follow, and to begin an inquiry into ethics and politics which will be continued in department seminars and the “capstone” senior seminar.

PO 230 International Relations: Introduction
This course is an introduction to the study of international relations (IR) between the states of the world. We will explore such concepts as global interdependence, international political economy, foreign policy, and international conflict and cooperation. We will consider current problems such as the tension between globalism and nationalism, the problems of national security, conflict and migration, and the role of international organizations like the UN in resolving (or complicating) these matters.

PO 231 Human Rights
This course introduces students to terms and concepts in the study of human rights as well as the key issues, debates, and controversies surrounding the idea of universal human rights. We will look deeper into the specific issues of human rights such as access to the resources required to realize human rights, the relationship between citizenship rights and human rights, the rights of minorities, genocide, torture, humanitarian intervention, and international criminal tribunals.

PO 303 Seminar: Critical Issues in International Relations
The course examines in depth several of the cutting-edge issues of international relations that profoundly affect our lives: revolution in information technology and transnational corporations and their impact on workplace; political conflicts precipitated by world population explosion, struggle for scarce resources, North vs. South rivalry, environmental pillage; problems of post-Cold War world order, nuclear proliferation, ethnic and nationalistic clashes, human rights, immigration and multiculturalism, peace and justice, conflict resolution. Prerequisite: PO 230 and at least two courses from PO 330, 336, 337, 345.

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

PO 310 The Supreme Court and the Constitution
Considers the Supreme Court as a major policy-maker in the American political system. Will include analysis of major doctrines of constitutional law through examination of the leading cases. Prerequisite: PO 210.

PO 311 The First Amendment
An examination of the legal protections of liberty in the First Amendment, including freedoms of speech, press, religion, and assembly. These issues are explored through major court decisions, supplementary materials and class debates. Prerequisite: PO 210.

PO 313 Public Administration
An introduction to the theory and practice of administration in the public sector. Topics will include the political environment of public administration, management of people and programs, administrative responsibility, and ethics.
PO 315 American Political Thought
A systematic examination and evaluation of the main currents in American political thought as manifest in the key works of prominent thinkers. The course gives special attention to the role of democracy, capitalism, and individualism as guiding ideologies and uses a variety of materials to explore the development of current debates in American political life. Prerequisite: PO 210.

PO 316 Public Policy Analysis
An examination of the creation, implementation, and evaluation of public policy with particular emphasis on the ethics of the policy process. The course will consider different public issues and help students develop professional skills used when selecting policy alternatives. Prerequisite: PO 210.

PO 317 Comparative Politics of Europe
An introduction to the study of comparative political cultures and ideas of selected countries of the western, central, and eastern regions of Europe. Political systems will be examined in historical perspective and include analysis of transformations from communist party governments to independence and alliances with western nations. The development of the European Union and related contemporary issues will be included. Prerequisite: PO 211.

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

PO 324 State and Local Government
This course is designed to provide students with a basic understanding of how political decisions are made by the state and local governments, in practice as well as in theory. State and local government in Massachusetts will be given particular attention. Upon completion of this course, you should have gained a more thorough understanding of some of the basic elements, structures, principles, and processes associated with state and local political governments and be better prepared to be a participant or employee in state and local politics and institutions.

PO 325 Politics of Ethnic Conflict & Nationalism
This course explores different cultures and political institutions by focusing on the problem of ethnic conflict in a variety of countries and historical periods, but mainly in Africa, the Middle East, and Central Asia. We will examine why and how ethnic and cultural factors lead to conflict, other explanations for conflict, and what institutions like governments, international organizations, and nongovernmental organizations can do to resolve conflict. Prerequisite: PO 211.

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

PO 330 Foreign Policy
This course will give students a critical understanding of the process of foreign policy making, with special attention to cross-cultural (particularly North-South) differences. We will study the factors and actions that influence decision-making, including leadership, the roles of blocs and alliances, the significance of “new” issues such as environmental concerns, and the influence of culture on foreign policy making. We will explore how foreign policy has changed since the end of the Cold War, and what challenges will have to be confronted in the new century. Prerequisite: PO 230.

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

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

PO 337 International Organizations
This course is designed to give students a full understanding of international organizations with a particular focus on the United Nations. Students will develop a critical understanding of the history and role of regional and global organizations. Prerequisite: PO 230.
PO 345 International Relations: North-South Issues
The course deals with the outstanding issues between the Global North and the Global South. The political, technological, economic, and demographic differences between the Global North and the Global South constitute the key categories of North-South Issues. The course will examine these issues in depth and explore possible avenues for resolving the North-South conflicts with peace and justice via reasoned approximation and accommodation rather than resorting to arms. Prerequisite: PO 230.

PO 351 War, Conflict & International Security
This course surveys the fundamentals of war and concepts of security and conflict, focusing on developments since the end of the Cold War. The study of international security involves more than states and military conflict; it includes an analysis of the underlying political, economic, social and environmental sources of conflict. Historical, moral, and ethical dimensions of war and security will 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 our delineating and refining our own normative perspective that informs our morally defensible political action. The seminar builds on the American politics electives and serves as a “capstone” course for the American politics field. Prerequisites: PO 210 and at least two courses from PO 306, 310, 311, 312, 315, 316.

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

LG/PO 406 Seminar: Law and Government
This seminar provides a comprehensive examination of the legal framework surrounding decision making in government agencies. Specifically, the course concentrates on the relationships between the judiciary and other parts of the political order, as well as between federal and state governments. Students explore the intersection of culture, law, and public policy making, investigate issues relating to ethics in law and government, and discuss the role of the citizen in the American legal system.

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

PORTUGUESE
See SPANISH

PSYCHOLOGY
Susan G. Tammaro, Department Chair
Barbara Noel Dowds
Barbara Marcel
Barbara Pedulla
Cynthia Stellos Phelan

MAJOR
PSYCHOLOGY
Prerequisites
PS 203, 204

Required for the Major
PS 301, 303, 304, 321, 402, three additional courses at the 300 level; MA 211, 212 Courses required for students concentrating in the Psychology program admit some flexibility in accordance with the student’s post-graduate plans.

MINOR
PSYCHOLOGY
Required for the Minor
PS 203, 204

Elective Courses
Any four 300-level courses
COURSE DESCRIPTIONS

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

PS 204A Introduction to Psychology II
This course will follow PS 203. Students will gain an increased understanding of the field of psychology through an in-depth study of selected topics.

PS 233 Introduction to Human Development
A consideration of Human Development from infancy through old age. Emphasis on cognitive, emotional, and social development, with attention to implications for nursing.

PS 301 Reading Seminar: History and Systems of Psychology
Psychology viewed in its historical perspective. This course focuses on schools of thought, individual psychologists, and the influence of time and place. Prerequisite: PS 304 or with permission.

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

PS 304 Research Methods in Psychology II/Lab
Methodologies used to plan and conduct research that is valid and reliable, and techniques used to analyze and interpret research results will be discussed. Emphasis will be on evaluating research and an overview of complex experimental designs, quasi-experimental designs and program evaluation. Laboratory. Prerequisite: PS 303.

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

PS 309 Adulthood Abnormal Psychology
In this course, students will develop empathy for and understanding of troubled lives. They will master "diagnostic and treatment categories" and go beyond that information in assessing the biological/psychological/social factors that contribute to disorders in thought, feeling, and action. Prerequisites: PS 203 and 204 or with permission.

PS 310 Psychology of Adolescence
This course provides a comprehensive view of the developmental tasks and challenges of adolescence and includes historical and cross-cultural perspectives. Students will be expected to gain an appreciation of the physical, cognitive, emotional, and social influences on the adolescent's development. Prerequisites: any two of the following three: PS 203 and 204, ED 101, or with permission.

PS 311 Adulthood and Aging
Multiple dimensions of adult life are addressed in this course. In addition to examining theoretical perspectives and research findings on adult development, the course examines negative stereotypes of ageism in our society. Prerequisites: PS 203 and 204 or with permission.

PS 312 Social Psychology
The rich variety of human social behavior is discussed in this course. We will investigate how people think about, influence, and relate to one another. Important issues in social perception, social influence, and social relations will be covered. Prerequisites: PS 203 and 204 or with permission.

PS 314A Childhood and Adolescent Abnormal Psychology
An examination of childhood disorders from a biopsychosocial perspective. The course will emphasize theory, research, and case examples that illustrate both psychological disorders and a variety of treatment approaches. Prerequisites: any two of the following three: PS 203 and 204, ED 101, or with permission.

PS 320 Psychology of Women
Exploration of theory and research with consideration of biological and social, as well as psychological influences on women's development. Students will become familiar with current research findings and be encouraged to make connections to the world in which they live. Prerequisites: PS 203 and 204 or with permission.

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

PS 327 Group Process
As a member of a group, students will study group theory and research by examining the process of group formation, cohesiveness, productivity, growth, etc. Personal and interpersonal interactions will be explored. Students will have a clearer sense of the impact of the self vis-à-vis the other as they meet week after week. Questions recur: Who leads? Who follows? Who accepts? Who rejects? Who thinks?
Who reacts? How does being in an accepting group promote personal growth? Prerequisites: PS 203 and 204 or with permission.

**PS 340 Theory and Practice of Psychology**
This course combines an internship experience (8-12 hours a week) with readings in psychological theory and research. Learning will occur at the internship site, in common and individualized readings, in group discussions, and as each participant evaluates theory and research in light of her own experiential learning. Students will also enhance their observational and analytical skills and develop their ability to work successfully with others in a professional setting. Prerequisites: PS 203 and 204 or with permission. Limited to junior and senior majors.

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

**PS 409, PS 410 Individualized Study**

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**PUBLIC RELATIONS**
See COMMUNICATION

**RELIGIOUS STUDIES**
See PHILOSOPHY AND RELIGIOUS STUDIES

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**SOCIAL WORK**

- Carol Dorr, Director, Social Work Program Program. Social Work focuses on helping others. This includes working with individuals, families, groups, organizations, and communities to achieve life-enhancing goals. Social Work was born out of an increased sense of social responsibility towards vulnerable populations and continues to be concerned with the advancement of economic and social justice. What makes Social Work unique is its dual focus on helping people and changing environments. The Social Work program at Regis is grounded in the belief that experience and hands-on learning is essential for developing social work skills. Experiential learning takes place in the classroom and in service learning projects, internships and field placements. The Social Work Program at Regis College is accredited by the Council on Social Work Education and social work students graduate with a BSW degree. Graduates from the Program are eligible for social work licensing, and those who go on to graduate schools in social work may be admitted with advanced standing. The Social Work program at Regis College and the Boston College Graduate School of Social Work have a cross-registration agreement that allows promising social work students at Regis to take graduate social work courses at Boston College in their junior and senior years.

**MAJOR**

**SOCIAL WORK**

**Required for the Major**

SW 202, 303A, 304A, 327, 330, 331, 335, 336, 337, 347, 401, 410C; SO 201; SO 303A, PS 203

BI 203 fulfills the science requirement. Social Work majors are required to take statistics for their mathematics requirement.

Juniors will complete 104 hours of an internship (SW 410C) in conjunction with SW 331. Seniors will complete 416 hours of a field placement in their senior year in conjunction with SW 337 and 401.

Elective Courses (not required for major)

SW 320, 325, 334, 339, 340, SW 325, SW 342. Social Work students must maintain a grade of C or better in required social work courses and maintain a GPA of 2.5.

**MINOR**

**SOCIAL WORK**

Required for the minor

SW 202, 303A, 304A, 327, and two electives in Social Work

**COURSE DESCRIPTIONS**

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

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

**SW 304A Communities, Groups and Organizations**
This course studies the effects of macro larger systems on human behavior from an ecological perspective. Course content includes material on communities, neighborhoods and social networks; groups; and social movements. We will be drawing
on systems theory and empowerment theory to discuss assessment and effective practice interventions across the content areas.

SW 320 Child Welfare
This course will explore the history and mission of child welfare services in the United States with an emphasis on the changing role of government. Students will examine the roles and responsibilities of social workers in child welfare agencies. Classes will discuss relevant ethical, legal, and policy issues. Students will learn about the concepts of risk, vulnerability, and resilience in children who are in child welfare agencies. Prerequisite: SW 202.

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

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

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

SW 331 Theory and Practice of Social Work II
This course will provide an integration of theory and practice from a generalist social work perspective.

Course content will focus on a variety of intervention strategies with children, adolescents, and adults. Students will develop skills in the following areas: interviewing, organizational assessment and change, community assessment, and practice evaluation. Child therapy, family assessment, and group therapy will also be discussed. Prerequisites: SW 202, 303A, 304A, 330. SW 410C must be taken concurrently or prior to taking this course.

SW 335, SW 336 Field Placement (two days a week/sixteen hours)
Field Placement is a yearlong course that is taken concurrently with SW 337 and 401. Students are placed in a variety of social work settings. Under the supervision of an MSW, students will learn the social work role in their agencies and have opportunities to work with a range of client systems. Tasks may include assessment, advocacy, case management, family work, group work, and community intervention. Students will be expected to complete a total of 416 hours in the field for the year. Prerequisites: SW 202, 303A, 304A, 330, 331, 410C. Students will take SW 337 and 401 concurrently with their field placements.

SW 337 Field Placement Seminar
This course is taken concurrently with SW 335, the Field Work Placement. Classes focus on integrating social work practice in various field agencies with classroom learning. The course is designed to help students in their field placements and provide a structured environment to discuss students’ field experiences. Students will concentrate on developing skills required in agency work, including use of supervision, collaboration with other professionals, legal and ethical issues, case management, and documentation. Students will discuss cases that involve issues of gender, poverty, ethical dilemmas, and diversity. Prerequisites: SW 202, 303A, 304A, 330, 331, 410C. This course is taken concurrently with SW 335.

SW 339 Clinical Interviewing, Role-Plays, and Reflection
This social work course focuses on strengthening and broadening students’ clinical interviewing skills. Students will practice and enhance traditional interviewing skills and will also learn non-traditional methods of assessment and intervention, such as role-playing, sculpting, and using drama and metaphor. Prerequisites: SW 202, 303A, 330.

SW 340 Contemporary Social Problems
This course will provide students with knowledge about contemporary social problems from an ecological perspective. Classes will explore the ethical implications of these social problems and the role of government in setting policy. Students will develop potential strategies for addressing these problems with individuals, groups, families, and communities.
SW 342 The Baby Boom Generation: Adults in Midlife
This course studies adults in midlife, from a bio/psycho/social perspective, as the segment of the adult population predicted to increase significantly in the next decade. Theories of adult development will be reviewed with emphasis on contemporary research with this age group. Course content includes material on changes in family roles and relationships in midlife, meaning of work for older adults, age discrimination in the workplace, caregiver roles and responsibilities, issues for ethnic minorities in midlife, alternative approaches to retirement, factors that contribute to productive aging and social work interventions. Client empowerment and a strengths-based perspective will be emphasized throughout the course. The course will explore micro, mezzo and macro practice implications and interventions for this population. This course will have particular relevance for social work, nursing, psychology and sociology students.

SW 344 Coping with Death/Dying
Introduces students to the subject of death, dying, bereavement, and spirituality. Includes content on the meaning of death from many different theoretical and cultural perspectives. Course will include material on life cycle approaches to death and dying, legal and moral issues, bereavement, and clinical interventions. Introduces students to the subject of spirituality and social work.

SW 347 Research Methods in Social Work
This course introduces the purposes, types, and basic methodology of social work research, using studies in social work. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, ethical and political issues. It presents non-discriminatory, feminist, collaborative, and empowerment approaches as alternatives to traditional research perspectives. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research. Students’ knowledge of research will be applied to social work practice. They will learn about single-subject design, program evaluation, needs assessment, and research interviewing. Students will complete the course with a research proposal. Prerequisites: SW 202

SW 410C Internship
The junior internship in social work is a semester-long course which involves working at a social service or social action agency for a minimum of eight hours a week. Supervision by an MSW is preferred. It is an opportunity for students to “get their feet wet,” to gain some experience, and to explore areas of interest to them in the social work field. Prerequisites: SW 202, 303A, 304A, 330. This course is taken concurrently with SW 331.

SOCIOLOGY
- Kathleen Kautzer, Department Chair
- Angela Stroupe
- Michelle Cromwell
- Brian Rich

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

MAJOR
SOCIOLOGY
Required for the Major
SO 201, 205, 301, 309, 402, and five elective sociology courses (of which one may be a Social Work course)

MINOR
SOCIOLOGY
Required for the Minor
SO 201 and five sociology electives of student’s choice (of which one may be a Social Work course)

COURSE DESCRIPTIONS
SO 201 Introduction to Sociology
Introduces students to the major theories, theorists, concepts, and methods used in the study of society. Considers a variety of topics including culture, socialization, and gender, racial, economic, and social class divisions.

SO 205 Social Problems
Sociological perspectives and theories are used to study major social problems confronting the United States and the world today. Among these are problems in race, gender, poverty, work, family, education, crime, health care, the environment, drugs, the media, politics, and others. Possible solutions to these problems are also explored.
SO 212 Children in Society
Approaches to understanding children and their social environments. This includes society’s response to accelerating rates of childhood poverty, child abuse, the impact of changing patterns on the relationship between parents and children, schools, and the media as socializing agents.

SO 213 Cultural Anthropology
Studies the principles of culture and of social organization through intensive exploration of other societies and of American society, with special emphasis on gender roles and the status of women in different societies.

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

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

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

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

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

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

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

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

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

SO 324 Juvenile Delinquency
Examines definitions, conditions, causes, explanations, and history of delinquency and the institutions that deal with it. Also explores the social, political, and economic conditions that shape children’s and adolescents’ lives and actions, and how we respond to these actions.

SO 335 Technology, Environment, and Society
This course explores the social, moral, political, and cultural aspects of technological developments. We examine how technology and environmental issues impact social relationships and social institutions.

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

SO 354 Women in Society
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, educa-
tion, work, health, media, family) that maintain inequality according to race, gender, social class, sexual preference, and the importance of meaningful social change.

SO 355 Sociology of Health and Illness
Explores the role of culture in the experience of illness and the development of contemporary forms of health care, both clinical and alternative forms. The course 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 402 Coordinating Seminar
Draws from and expands on students’ previous work in sociology and other social sciences around a topic or problem of contemporary American society. Prerequisites: SO 201, 205, 301, 309.

SO 409, 410
Individualized Study

SO (RS) 280 Spirituality and Service
This interdisciplinary course will be co-taught by a professor from the religion department and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in service settings in religious and secular settings that engage in direct service and advocacy. This course will engage students in applying sociological and theological concepts and theories to their experiences performing service work in a variety of settings.

SPANISH
■ Lucia Ortiz, Department Chair ■ Mary-Anne Vetterling ■

MAJOR

SPANISH

Prerequisites
SP 203, 305 or equivalent

Required for the Major
SP 301, 302, 401, 402, and four additional courses that include a selection from SP 205 and Spanish courses at the 300 or 400 level. Junior program in Spain can be substituted for SP 301, 302.

MINOR

SPANISH

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

COURSE DESCRIPTIONS

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

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

SP 201, 202 Intermediate Spanish
Review of grammar. Additional practice in the language. Reading of selected texts for acquiring an acquaintance with the Hispanic world. Prerequisites: SP 101, 102, or two or more years of high school Spanish or equivalent.

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

SP 205 Hispanic Culture
This course exposes the student to various aspects of culture in the Spanish-speaking world, as reflected in art, music, history, customs, and literature. Course taught in English. Spanish majors and minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish majors and minors: SP 203 or equivalent.

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

SP 305 Advanced Spanish Grammar and Composition
An advanced course designed to develop clarity of expression in the written language. Intensive review of grammar. Extensive writing assignments. Prerequisite: SP 203 or equivalent.

SP 306 Advanced Conversation
An intensive course designed to develop fluency with emphasis on vocabulary for business, medicine, travel, and food. Prerequisite: SP 305 or equivalent.
SP 307 Theatre: From the Golden Age to the Present
An examination of Theater: Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others. Prerequisites: SP 305, 306 or equivalent.

SP 308 Spanish Writers of the Nineteenth Century
This course will introduce you to the most famous literature from Nineteenth Century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. You should plan to read stories by the satirist Larra, love poetry by the romantic Bécquer, novels by the superb writer Galdós. A Don Juan play by the dramatist Zorrilla, stories by the woman writer Pardo Bazán, and other writings from that century. The readings will be discussed and analyzed along with multi-media presentations relevant to the course. Prerequisites: SP 305, 306 or equivalent.

SP 311, 312 Latin American Literature
A study of the main writers and trends in Latin American literature. Prerequisites: SP 305, 306 or equivalent.

SP 314 Spanish Cinema
An examination of the work of Luis Buñuel, considered the father of modern cinema. A distance-learning course in English examining the films as literature. Spanish majors and minors will be required to do the written assignments in Spanish. Prerequisites: SP 305, 306 or equivalent.

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

SP 325 (EN 325) Latino/a Writers in the United States
The study of literary and cultural contributions by Latino/Latina writers in the United States. The course presents students with literary examples from the major immigrant groups that comprise Latino/a communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, and Dominicans. Course taught in English. Spanish majors and minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites: SP 305, 306 or equivalent.

SP 401 Senior Coordinating Seminar
This course focuses on the development of the fantastic genre in Latin American short fiction. Readings include the works of precursors of the genre in the nineteenth century such as María Luisa Bombal, Felisberto Hernández, and Horacio Quiroga; masters of the fantastic such as Jorge Luis Borges and Julio Cortázar; and, as examples of varied modes of the fantastic, the works of such writers as Carlos Fuentes, Alejo Carpentier, Juan Rulfo, and Gabriel García Márquez. Prerequisites: SP 305, 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, 306 or equivalent.

SP 409, 410 Individualized Study
ID 320 Theory and methods of Foreign Language Teaching
For course description see Interdisciplinary Course listing for ID 320.

SPANISH GRADUATE COURSE DESCRIPTIONS

SP 501, 502 Reading Seminar
A detailed study of the evolution of literature in Spanish from the Middle Ages through the seventeenth century. Intensive study of the life and works of outstanding authors of each period. Second semester: (SP 502) focus on Don Quijote.

SP 507 Theatre: From the Golden Age to the Present
An examination of theatre: Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others.

SP 508 Spanish Writers of the Nineteenth Century
This course will introduce you to the most famous literature from Nineteenth Century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. You should plan to read stories by the satirist Larra, love poetry by the romantic Bécquer, novels by the superb writer Galdós. A Don Juan play by the dramatist Zorrilla, stories by the woman writer Pardo Bazán, and other writings from that century. The readings will be discussed and analyzed along with multi-media presentations relevant to the course.

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

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

**SP 518 Spanish Literature from Twentieth Century to the Present**

In this course, we will examine recent Spanish literature in its various genres (novel, short story, poetry, and drama) from the twentieth century to the present. Famous writers such as Lorca, Guillén, Salinas, Matute, Delibes, Machado, Alberti, Unamuno, Goytisolo, Cela, Fuertes, Martín Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined.

**SP 525 Latino/a Writers in the United States**

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

**SP 601 Coordinating Seminar**

This course focuses on the development of the fantastic genre in Latin American short fiction. Readings include the works of precursors of the genre in the 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.

**SP 602 Senior Coordinating Seminar**

This course focuses on women writers from Latin America. Students engage in research of a specific topic of study, which becomes the focus of analysis of poetry, short stories, novels, and/or essays by women writers. Students are exposed to the latest theoretical trends in literary criticism.

**FOREIGN LANGUAGES**

**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.

**FRENCH**

**FR 101, 102 Introductory French**

This course is a first step towards proficiency in all four language skills in French: speaking, understanding, reading, and writing. Students work to acquire the vocabulary and grammar necessary to perform a variety of basic but essential communicative tasks in French. French is the primary language of instruction. No prior knowledge of French is required for FR 101. Prerequisite for FR 102 is FR 101 or equivalent.

**ITALIAN**

**IT 101, 102 Introductory Italian**

The goal of this course is to provide a basic knowledge of Italian for use in everyday situations. Students will develop the four fundamental skills of language—comprehension, speaking, reading, and writing. An overview of Italian culture and society will provide the context for this inquiry. No prior knowledge of Italian is required for IT 101. Prerequisite for IT 102 is 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. The course will be 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.

**PG 100 Portuguese for Health Professionals**

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

**THEATRE**

- Wendy Lement, Program Coordinator
- Frans Rijnbout
- Patricia Manalo Bochnak
- Steven Hall

**MINORS**

**THEATRE**

**Required for the Minor**

- TH 201, 203, 205, 207, 306

**Elective Courses**

Select one from the following: TH 204, 206, 208, 216, 301, 303, 307A, 308, 311, 320, 321/322, 325, 327; CO 240
EDUCATIONAL THEATRE

**Required for the Minor**
TH 203, 207, 303, 306, 325

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

DANCE

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

**Elective Courses**
Any two Dance courses offered at Boston College (three-credit courses)

COURSE DESCRIPTIONS

TH 201 Oral Interpretation
Training in awareness and responsiveness of body and voice, quickening of insight, and exercise of spontaneity through oral reading of selected materials from current and classic works. Release through movement is emphasized. Studio work.

DA 201 Introduction to Dance
This course introduces students to the physical and theoretical foundation upon which all expressive dance forms are based. Students develop an understanding of the body as an expressive instrument and of dance as a performing art. Through the study of basic dance technique, students develop strength, flexibility, body placement, control, and sense of line.

TH 203 Introduction to Theatre
Introduction to all phases of theatre: history, dramatic literature and theory, production (acting, directing and design), and management.

DA 204 Movement/Physical Theatre
Each class begins with a dance warm-up designed to increase strength, flexibility, and coordination. This is followed by ensemble and individual movement work focusing on the development of theatrical expression through character and story. Designed to examine both the process and product of physical craft.

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

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

TH 207 Acting
Fundamentals of acting, training in basic stage behavior, script analysis, intensive exercise in expressiveness and response, interpretation of a role, scene work.

TH 208 Musical Theatre
This course will examine Musical Theatre in its social, historical, and creative context and introduce students to practical skills in dance, acting, and singing styles appropriate to this theatre form. Coursework culminates in student presentations of excerpts from selected musicals.

TH 216 World Theatre in its Context
A survey of dramatic literature and theatrical practice from its origins to the present. Particular attention is paid to Asian, African, Caribbean, European, and Latin American traditions. Students will examine Theatre as an art form, an institution, and a social force. The course will give students the tools to begin their own research into specific theatrical periods, artists, and styles in world theatre. The class will culminate in research and performance projects.

TH 301 Design for the Theatre
Responsibilities of the theatrical designer from initial reading of the script to production realization. Creative projects in set, lighting, and costume design.

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

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

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

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

TH 311 (HI 311) Oral History and Performance
Process of creating a Documentary Theatre script. Focus is on combining oral histories with research on a specified historical event and theatrical period.
Methods and practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

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

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

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

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

TH 320 Special Topics in Theatre and Dance
Through in-depth examination of selected topics in theatre and related disciplines, students will gain a deeper understanding of the theory, history, and practice of the evolving role that theatre, dance, and film play in our society. Special Topic in 2010-2011: Choreography.

TH 409, TH 410 Individualized Study

WOMEN’S STUDIES

Women’s Studies courses are offered in a variety of programs such as Art, Communication, English, History, Music, Psychology, Religious Studies, Social Work, Sociology, Spanish, Theatre, and as Interdisciplinary Courses. Courses are open to all Regis students whether or not they pursuing a minor in Women’s Studies. Women’s Studies courses can be taken for personal enrichment and elective credit. The foundation course in the program is WS 201 Introduction to Women’s Studies.

MINOR

WOMEN’S STUDIES

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

Elective Courses
AR 307; CO 207, 220, 332; EN 204, 208, 212, 305, 306, 324, 402A; HI 211, 212; ID 220-03; MU 306; PS 320; RS 318; SO 213, 306, 353, 354; SP 402; SW 327; TH 206, TH/HI 311

COURSE DESCRIPTION

WS 201 Introduction to Women’s Studies
An exploration of perspectives through which women, as a topic of study, can be approached: historical, sociological, cross-cultural, biological, political, psychological. Integrates personal experience with discussions of gender, contemporary issues, and feminist theories.
General
Enrollment in graduate programs is on a part-time or full-time basis contingent upon the academic background and career goals of the student. Non-matriculated students will be accepted for individual courses on a space available basis. All requirements for the master’s degree must be completed within five years (for programs requiring less than 37 credits.) Programs requiring 37 or more credits must be completed within seven years.

Applicants will be formally accepted in writing only after all admission requirements have been fulfilled. In cases where entrance requirements have not been fulfilled, the applicant may be permitted to take no more than two courses prior to acceptance. Admission as a non-matriculant implies no commitment for admission to a degree program. No student is considered admitted to a graduate program until such notice has been sent.

All documents, transcripts, and other papers submitted for admission become the property of the Office of Admission and will not be returned.

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

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

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

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

Graduate policies & procedures discussed earlier in this Catalog under General College Policies & Procedures. If a student withdraws before the sixth scheduled class meeting, the student will receive a W on the academic record; if after the sixth meeting and passing, W; if failing, WF.

Time Limit and Registration Requirements

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

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

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

Leave of Absence for Graduate Students

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

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

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

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 sophomore 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 bet-
ter, will fulfill some of the course requirements of the Regis graduate degree. A lesser (but passing) graduate course grade may only count toward the bacca-
laureate 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 baccalaure-
ate degree with a cumulative GPA of 3.0 or better and upon completion of the
appropriate graduate application process (which may include letters of refer-
ence).

Other College Policies
All general college policies are applicable to graduate students.
Regis College offers rolling admission: Graduate students may apply for admission at any time during the year. Applications for admission to a graduate program should be submitted to the Office of Graduate Admission, Regis College, 235 Wellesley St., Weston, MA 02493-1571. A decision will be made within two to four weeks of submission of all admission materials (see criteria below). Consideration is given to all candidates without regard to race, color, religious affiliation, national or ethnic origin, or learning or physical disability.

Admission Criteria*
Please submit the following materials for graduate admission consideration in one of the following graduate programs:

- Nursing (MS)
- Health Administration (MS)
- Communication (MS)
- Education (MAT)
- Health Product Regulation (MS)
- Health Informatics (Certificate)
- Gerontology (Certificate)

Proof of bachelor’s degree completion from accredited degree-granting institution
- Official transcript(s) from each college or university attended
- Complete application form
- One letter of recommendation
- $65 application fee
- GRE or MAT scores**
- Personal Statement (Please discuss your educational and career goals)

*Students applying to the Master of Arts in Teaching program must also successfully complete the Massachusetts Educator Test.

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

** Students may enroll in two Regis College graduate courses and submit their grades in lieu of GRE or MAT test scores.
Applying for Financial Aid
All students applying for need-based assistance must complete the following:

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

Types of Financial Aid
- Direct Loans
- Graduate Direct PLUS Loan
- Perkins Loans
- Federal Work Study
- Regis Graduate Grants Regis College participates in alternative financing programs that allow the student to pay through long-term financing or in monthly installments. Further information and applications may be obtained from the Regis Website www.regiscollege.edu.

Office of Financial Aid
Regis College
235 Wellesley St.
Weston, MA 02493-1571
Phone: 781-768-7180
Fax: 781-768-7225
E-mail: finaid@regiscollege.edu
Tuition, Fees, and Other Charges
Contact the Bursar’s Office directly at 781-768-7206 for updated information and a complete list of tuition, fees, and other charges. The Bursar’s office may also be reached by e-mail: student.accounts@regiscollege.edu. All tuition, fees, and other charges are reviewed annually by the College Trustees, who reserve the right to change them at any time. Tuition, fees, and other charges do not include costs for textbooks, supplies, personal items, and transportation. Such costs will vary depending upon each student’s personal needs. All application fees, deposits, and registration fees are nonrefundable. Special fees such as those for laboratory technology, science, art, and photography courses are refundable only if a student withdraws prior to the commencement of classes.

Bursar’s Office
Regis College is committed to doing everything possible to assist and guide students through the financial process. The Bursar’s Office is responsible for the billing and collection of all tuition, housing, and other charges and fees. The Bursar’s Office is part of the Business Office and is located on the first floor of College Hall. The Bursar’s Office may be contacted directly Monday through Thursday, 9 a.m. to 6 p.m., and Friday, 9 a.m. to 4:30 p.m.
Telephone: 781-768-7206
E-mail: Student.accounts@regiscollege.edu

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

Graduate bills for the academic year commencing in September are available in your Regis Access account in July 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.
Payments Policies and Procedures
Student Account bills may be paid in person at the Bursar’s Office; otherwise payments should be mailed to:
Regis College, c/o Century Bank, 31 Boylston St., Chestnut Hill, MA 02467-1719
Checks should be made payable to “Regis College.” Payment by VISA, MasterCard, American Express, or Discover Card is accepted.
Those wishing to pay by electronic bank-to-bank transfer of funds must contact the Bursar at 781-768-7206 to obtain the necessary banking information.
Students may view account statements at any time on his/her Regis Access account. Students assume full responsibility for payment of their accounts with Regis College and for any and all costs incurred to collect payment, including late fees, collection costs and attorney’s fees.

Late Fee
All accounts not settled by each semester’s billing due date will be assessed a $100 per semester late payment fee. Additional monthly late payment charges may be assessed. Students are urged to retain copies of all account statements.

Refund Policies
These refund policies apply to a student who withdraws, drops out, takes a leave of absence, or otherwise fails to complete an enrollment period. Enrollment periods are on a semester basis for the academic year of September through May. A separate refund schedule applies to courses offered in the summer sessions.
The following schedule for semester-length courses is used to determine the portion of tuition, room and board charges, and course-related fees that will be refunded depending upon the withdrawal date from a course or from the College. The date of withdrawal is generally considered to be the last day the student attended classes. Deposits and certain fees are not refundable at any time. Withdrawal refunds may be subject to an administrative processing charge of $100.

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

Withdrawals
A student who is withdrawing from the College must complete a Withdrawal Form that may be obtained from the Registrar’s Office. It is the student’s responsibility to obtain the necessary authorized signatures in order to ensure that all academic and financial matters are settled before the student leaves. Refunds will be delayed for any student who has not properly withdrawn.
A student is responsible for any charges due to the College that have not been paid at the time of withdrawal. Any refund scheduled to be returned to a student will first be applied to unpaid institutional charges, if any.
Payment Plans
Students who are unable to pay all required tuition and fees at one time are encouraged to investigate the monthly budget payment plan option. A monthly installment payment plan is offered by Regis College through Tuition Payment Plan, Swansea, Mass., 800-635-0120. The company may also be reached at its Website at www.tuitionpay.salliemae.com. The amount budgeted may be paid in ten monthly installments for full-time students (payments commencing June 1) and in four or five monthly installments per semester for part-time students. There are nominal annual or per semester application fees for the plan. There are no interest or other finance charges. Applications for participation are mailed to most students or may be obtained from the Bursar’s Office or by contacting Tuition Pay directly.

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

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

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

Certain loan programs permit lenders to deduct origination fees from the amount borrowed before the funds are disbursed to the College. Federal Stafford Loans, for example, are subject to fees of 1 to 3 percent of the gross amount borrowed. There are no fees deducted from Federal Perkins Loans.

Students who expect to receive financial aid or loans from any source, including the College, should begin their application process well in advance of the beginning of the Academic Year.

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

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

Health Insurance
Massachusetts law requires all graduate students taking 6.75 credits or more to either demonstrate proof of comparable health insurance coverage or purchase a qualifying student health insurance plan. In order to assure that ALL Regis College students are properly insured to meet the state law, all students are initially charged on their student account for the cost of the Harvard Pilgrim Health Care Student Injury and Sickness Insurance Plan. It is then your choice whether to enroll in this insurance plan or waive the insurance and remain on your family or individual plan. Once enrolled in the Plan and the fee charged, it will not be removed from a student’s account. The enrollment/waiver period will be July to September. To waive this insurance, go to https://student-center.uhcsr.com/regis. To enroll in this plan, you must also go on-line to https://studentcenter.uhcsr.com/regis.

Inquiries regarding plan coverage and related health services matters should be made to the Health Services Outpatient facility located in Maria Hall, 781-768-7290.
Organization and Administration
Graduate programs are administered by the graduate program directors in conjunction with the Dean’s of their respective school.

Goals
The following goals of the Regis College graduate studies programs flow from the College’s Mission Statement:

The graduate programs are dedicated to providing advanced professional education for women and men in their chosen fields of service/practice. To achieve this goal, the graduate programs foster knowledge of the theoretical issues, research data, and literature pertinent to each field and its ancillary fields, the attitude toward persons serviced by various fields, and toward the discipline itself.

The graduate programs are dedicated to providing students with the highest quality of educational experience as a model for services they will be rendering.

To this end, the graduate programs have as their policy to value the individuality of each student; to offer flexibility and guidance to meet particular needs of students; to provide expert instruction designed to develop required competencies; to provide practical experience in applying knowledge, attitudes, and skills; to provide guided experience in communicating results of intellectually creative work; and to serve as an ongoing resource for graduates by providing career guidance.

Master’s Degrees Offered
Regis offers two master’s degrees: the Master of Arts in Teaching (MAT) and the Master of Science (MS). The MAT includes three programs: Interdisciplinary Studies, Special Education (Moderate Disabilities), and Reading. The MS includes four programs: Health Product Regulation, Health Administration, Nursing, and Organizational and Professional Communication.

- The Master of Arts in Teaching Interdisciplinary Studies degree prepares program participants for continued professional development in teaching and curriculum work in elementary schools.
- The Master of Arts in Teaching Special Education (Moderate Disabilities) degree prepares program participants for continued professional development as teachers in inclusive settings in Pre K-8 and 5-12 grade levels.
- The Master of Arts in Teaching offered in collaboration with Massachusetts General Hospital Institute of Health Professions, the Master of Arts in Teaching Reading prepares students to help alleviate a local and nationwide shortage of teachers with expertise in reading.
- The Master of Science degree program in Health Product Regulation is designed for professionals who seek careers or wish to advance in the pharmaceutical, biologic, or device product industries or in clinical research.
The Master of Science degree program in Health Administration is designed to develop highly effective Health Administrators and leaders, through a program of study focused on the critical ethical, legal, social, political, management and leadership issues in Health Administration, with a concentration in Radiologic Sciences.

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

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

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

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

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

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

Certificates

The three-course Graduate Certificate in Nonprofit Administration is designed for students who wish practical and hands-on experience and research in the field of nonprofit administration and who wish to gain insight into the nonprofit arena existing in Massachusetts and the US.

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

The four-course Graduate Certificate in Gerontology is designed for students who wish to prepare for work with older adults and for professionals already working with the elderly.

The four-course Graduate Certificate in Health Informatics is designed to introduce health care providers to the informatics industry; its current state of the art, systems and management.

The five-course Graduate Certificate in Health Administration is designed to begin to prepare students to become highly effective Health Administrators and leaders. The five courses provide initial insight into the critical ethical, legal, social, political, management and leadership issues in Health Administration.
GRADUATE PROGRAMS & course descriptions

MASTER OF ARTS IN TEACHING

Master of Arts in Teaching Interdisciplinary Studies (1-6)
- Leona McCaughey-Oreszak, Program Director
- Sister Judith Costello
- Sister Carmela Abbruzzese
- Sister Marie de Sales Dinneen
- Susan Erickson
- Jamie Foss
- Laurie Link
- Laraine Morin
- Cynthia Stellos Phelan
- Barbara Dowds
- Donna Rousseau
- Susan Smith Porter
- Debra Dunn
- Bonnie Osborn

Purpose
The MAT Program in Interdisciplinary Studies is designed to prepare students with various educational backgrounds as elementary teachers:
- Those who have a bachelor’s degree and have earned their initial license.
- Those who have a bachelor’s degree and wish to earn their initial license* and MAT degree.
- Those who have a bachelor’s degree and have earned a professional license and wish to earn a master’s degree.

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

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

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

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

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

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

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

- The second component addresses subject matter competency from an interdisciplinary perspective. This approach to subject matter stresses the generative nature of knowledge and the importance of integration and application.
- The third component centers on the elementary student: knowledge of how children acquire and develop language, how they learn, how they progress through stages of development is addressed.
- The fourth component is the research project. This experience offers the graduate teacher the opportunity to be the reflective decision-maker and researcher: the graduate teacher who designs, plans, and carries out an appropriate research project.

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

Program Description
Initial Licensure Program—Elementary 1–6
Candidates with a bachelor’s degree, but no formal teaching experience, may earn their initial license as Elementary Teachers 1-6 by completing the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 515 Contemporary Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 407 The Elementary School: Mathematics 1–6**</td>
<td>3</td>
</tr>
<tr>
<td>ED 518 Literacy Development Including Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td>ED 514 Educating Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 519A Curriculum Adaptations/Differentiated</td>
<td></td>
</tr>
<tr>
<td>Instruction for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 402 Initial Practicum/Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

**These two courses are field-based and require candidates to spend a minimum of eighty hours in various school settings. While in a school, candidates observe, tutor, and, where possible, teach in both small- and large-group settings.

MTEL Requirements
(Teacher Testing)
In order to be accepted into the Initial Licensure Program, candidates must:
- Pass the Communication/Literacy Test while taking the first two courses in the Initial Licensure Program

In order to register for the Practicum (student teaching) a candidate must:
- Pass the Foundations of Reading Test
- Pass the General Curriculum Multi-Subject Test and Math Subtest

To continue the program and earn the MAT Degree (Interdisciplinary Studies), candidates complete:
**MAT DEGREE PROGRAM - PROFESSIONAL LICENSURE**

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

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 511 Teaching Today: Social Aspects</td>
<td>3</td>
</tr>
<tr>
<td>ID 512 and ID 513 Humanities in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 510 and ID 511 Natural Sciences in the Classroom</td>
<td>6</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 520 Children’s Literature or</td>
<td>3</td>
</tr>
<tr>
<td>ED 522 Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 512 Children’s Language and Learning or</td>
<td>3</td>
</tr>
<tr>
<td>ED 516 Developmental Issues and Learning in Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 611 Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>30 credits</strong></td>
</tr>
</tbody>
</table>

**MASTER OF ARTS IN TEACHING SPECIAL EDUCATION**

(Moderate Disabilities) Pre K–8, 5–12

- Leona McCaughey-Oreszak, Program Director

**Purpose**

The MAT program in Special Education is designed to prepare students with various educational backgrounds as teachers of students with moderate disabilities in Pre K–8, 5-12 grade levels.

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

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

**Retention Criteria**

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

**Philosophy**

Teaching is a most complex activity. It requires constant attention to the interaction of many variables: nature of the learner, teacher, knowledge, technique, school, community, and societal context. Such complexity demands that the teacher be a reflective, competent, and caring decision-maker.
Teaching does not occur in a vacuum. Both teacher and student live in a society that demands high literacy, problem-solving abilities, concentration, and personal discipline. In such a society, knowledge is not static or discrete. Rather, it is continually constructed and requires connection and application. In order to contribute to that society, teachers and students must learn how to create meaning and how to see relationships. Given this complexity of teaching and its contexts, the MAT Program in Special Education seeks a vision of a teaching where, in the words of John Dewey:

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

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

Program Model
The MAT program in Special Education seeks to prepare teachers who can maximize students’ success in inclusive settings. The program emphasizes:

- The role of the teacher as direct provider, collaborator, and connector to community-based learning.
- The context of the student as family member, classroom/school participant, and society contributor.
- The curriculum as the sum total of all the activities in which a student engages in order to achieve appropriate knowledge, skills, and values.

Course of Study
The curriculum for the MAT program in Special Education places the learner at the center of any teaching/learning approach. Those enrolled in this program will be assisted in their planning, teaching, and evaluating responsibilities with a focus on the continued development of the talents of each of their students. Schools are viewed as “learning organizations” where competent, reflective, and caring decision-makers provide the necessary modifications and accommodations for their students.

Initial Licensure Program
Candidates with a bachelor’s degree but no formal teaching experience may earn their initial license in Moderate Special Needs (PreK-8, 5-12) by completing the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 515 Contemporary Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 517 Assessment of Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 518 Literacy Development Including Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td>ED 519A/B Curriculum Adaptations/Differentiated Instruction for Students with Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td>ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED 402 Initial Practicum/Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18 credits</td>
</tr>
</tbody>
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**These two courses are field-based and require candidates to spend a minimum of eighty hours in various school settings. While in a school, candidates observe, tutor, and, where possible, teach in both small and large group settings.
MTEL Requirements
(Teacher Testing)
In order to be accepted into the Initial Licensure Program, candidates must:
- Pass the Communication/Literacy Test while taking the first two courses in the Initial Licensure Program

In order to register for the Practicum (student teaching) a candidate must:
- Pass the Foundations of Reading Test
- Pass the General Curriculum Multi-Subject Test and Math Subtest or appropriate Secondary Subject Area Test

To continue the program and earn the MAT Degree (Moderate Special Needs), candidates complete:
ED 512 Children’s Language and Learning or
ED 522 Teaching English Language Learners
ED 516 Developmental Issues and Learning in Children with Special Needs
ID 510 or ID 511 Natural Sciences in the Classroom
ID 512 or ID 513 Humanities in the Classroom
ID 514 Social Sciences in the Classroom
ED 610 Research Seminar
Total Credits: 18

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 511 Teaching Today: Social Aspects</td>
<td>3</td>
</tr>
<tr>
<td>ED 512 Children’s Language and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 516 Developmental Issues and Learning in Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 520 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ID 510 or ID 511 Natural Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 512 or ID 513 Humanities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ID 514 Social Sciences in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 522 Teaching English Language Learners</td>
<td>3</td>
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<tr>
<td>ED 610 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 611 Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits:</td>
<td>30</td>
</tr>
</tbody>
</table>

MASTER OF ARTS IN TEACHING with concentration in Reading
Leona McCaughey-Oreszak, Program Director

Program Information & Curriculum:
The MAT in Reading is done in collaboration with Massachusetts General Hospital Institute of Health Professions. Candidates complete 18 credits at MGHIIHP and upon successful completion earn initial licensure in reading. The Regis College MAT degree is fulfilled through successful completion of the following courses:
ED 516 Developmental Issues and Learning in Students with Special Needs
ED 519 A/B Curriculum Adaptations and Differentiated Instruction
ED 522 Teaching English Language Learners
ED 520 Children’s Literature
ED 521 Classroom Management in Inclusive Classrooms
ED 610 Research Seminar/Elective
Total Credits: 18

COURSE DESCRIPTIONS

ED 402 Initial Practicum/Seminar
Student teaching and seminar is the synthesis course for the initial license component. It offers students the opportunity to reflect, analyze, and integrate coursework and personal experience that are merged in daily student teaching. Emphasis is placed on student teachers as they evaluate their development in light of the standards for licensure. Critical issues are addressed in the seminar format that will serve as vehicle for movement from self-orientation to identification with a culture of teaching. Placement setting is in light of license (300-hour minimum).

ED 407 The Elementary School: Mathematics 1–6
This course is designed to provide the prospective elementary school teacher with a foundation in the concepts of mathematics as they relate to the curriculum of grades one through six. Emphasis will be placed on computation, problem-solving concepts and techniques, cooperative learning, and the use of manipulatives. The application of the content material to a classroom-teaching situation will be integrated into class meetings throughout the course. Recognition of special needs and of strategies for addressing these needs will be included. A field-based experience is required.

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

ED 514 Educating Children with Special Needs in the Regular Classroom
This course will focus on learning problems in children resulting from such factors as borderline or below average intelligence (slow learner), developmental language difficulties, learning disabilities, cultural deprivation, emotional problems, or physical/sensory handicaps. Emphasis will be on the recognition or identification of these students by the regular classroom teacher and on remediation strategies. In addition to the handicapping conditions described above, a section of the course will deal with the gifted population and ways of challenging and providing for them in the educational setting.

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

ED 516 Developmental Issues and Learning in Students with Special Needs
This course focuses on the acquisition and development of children’s language, the role of language in learning at the elementary and secondary levels, and issues of linguistic and communicative competence. Students will gain an understanding of theoretical perspectives and current research findings and of how these apply to the classroom. Specifically, the course will focus on the tasks involved in first and second language learning (acquisition and development), what the learner brings to the task, and how the environment contributes to that process. Language disorders and the language behaviors of socio-culturally different children will be discussed, including the integration of children into the mainstream classroom.
ED 517 Assessment of Students with Special Needs
This course addresses the principles of nondiscriminatory assessment of children and adolescents with mild to moderate disabilities. It will provide experience with informal and formal assessment measures. Basic concepts of measurement will be covered so that students can evaluate test instruments and interpret test results knowledgeably. Current issues in the field of assessment will be discussed and ethical issues emphasized throughout the course.

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

ED 519A/B Curriculum Adaptations/ Differentiated Instruction for Students with Special Needs
This course will address the design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Emphasis will be placed on differentiated instruction that focuses on developing appropriate strategies for meeting the needs of diverse learners. It will align the principles of inclusion with their educational implementation by exploring and applying instructional strategies and curricular adaptations that are most effective in the general education setting. ED 519A places emphasis on the elementary school child. ED 519B emphasizes the student in grades 5–12. A field-based experience is required for those earning their initial license in moderate special needs.

ED 520 Children’s Literature
This course will provide students with an interactive introduction to the wide variety of literature for children. A key component of the course will be choosing, assessing, and reading children’s literature. Students will apply guidelines for assessing the quality of children’s literature, as well as strategies for using literature in inclusive classrooms from preschool to high school. Students will also explore the major issues in the field including gender portrayal, cultural stereotypes, and censorship.

ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms
This course will address classroom management strategies, facilitating appropriate behavior, and meeting the social/emotional needs of students with moderate disabilities. Emphasis will be placed on preventive discipline and on classroom environments and techniques that have been found effective for students with special needs. Theoretical models of behavior management will be discussed and compared, including their application for preparing and maintaining students with disabilities in general education classrooms.

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

ED 602 Practicum/Seminar
This practicum/seminar is for those candidates earning an additional initial license. Emphasis is placed on student teachers as they demonstrate competency in the standards for licensure. Seminar includes analysis/reflection on key issues/areas in education today. Placement in practicum is in the role of the student in grades 5–12. A field-based experience is required for those earning their initial license in moderate special needs.

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

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

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

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

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

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

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

HEALTH PRODUCT REGULATION
Chas Burr, Program Director

Description
The graduate programs in Health Product Regulation are intended for candidates with baccalaureate degrees in the sciences or healthcare. Other candidates may enter the program with permission of the Program Director. Candidates are those who wish to enter or advance a career in biotechnology, device, or pharmaceutical industries or in clinical research organizations. The programs provide the knowledge and skills for excellence as regulatory, quality system, or clinical research professionals. Each student selects a specialty track, either Product Regulation or Clinical Research.

Objectives
- Students will understand the basic principles and issues in health product regulation and clinical research.
- Students will apply current U.S. and international requirements to diverse product technologies and medical applications.
- Students will be able to determine and influence current and applicable laws, regulations, and guidelines.
- Students will 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.
- Students will develop and practice communication skills needed for these interactions.
- Students will be ready to fill the growing need for regulatory professionals as the need for and sophistication for health product technology grows.
Prerequisites for success in the programs are:

- Computer literacy
- Understanding of aspects of the life sciences, engineering, medical procedures, chemical analysis, clinical affairs, regulatory affairs, or industry practice to permit further learning and discussion.

MASTER OF SCIENCE IN HEALTH PRODUCT REGULATION

(Requirements)

(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.)

GRADUATE CERTIFICATE IN HEALTH PRODUCT REGULATION

(Requirements)

(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.)

Graduate Certificate

The Graduate Certificate programs provide concentrated training in the student’s chosen specialty, Product Regulation or Clinical Research. 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. The 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 or Product Regulation.

Graduate Certificate in Clinical Research Requirements

RA 601 Overview of the Health Product Industry
RA 602A Overview of Health Product Regulation

Your choice of two courses:

RA 608 Clinical Research Methods¹
RA 609 Clinical Trial Management¹
RA 616 Project Management
RA 603A Pharmaceutical Product Regulation²
RA 604A Medical Device Regulation²

¹ RA 608 or RA 609 must be one of the two courses.
² RA 603A and RA 604A are intended for students with prior experience in clinical research. Permission of your advisor is needed to use either course for the Clinical Research Graduate Certificate.

Graduate Certificate in Product Regulation

RA 601 Overview of the Health Product Industry
RA 602A Overview of Health Product Regulation
RA 615 Risk Management and Quality Systems
Your choice of:

RA 603A Pharmaceutical Product Regulation
RA 604A Medical Device Regulation

1 RA 608 or RA 609 must be one of the two courses.
2 RA 603A and RA 604A are intended for students with prior experience in clinical research. Permission of your Advisor is needed to use either course for the Clinical Research Graduate Certificate.

MASTER OF SCIENCE IN HEALTH PRODUCT REGULATION

Students seeking the Master of Science in Health Product Regulation complete thirty-three credits of study. While the curriculum emphasizes regulatory affairs and clinical research, the Master of Science Program includes other topics, such as communication and health policies that are integrated into the curriculum.

The program consists of eleven courses: six core courses, three specialty track courses, and two electives. Although the Master’s program may be completed in one year, candidates typically spread the work over two years or more. Weekend and evening courses are offered to accommodate students who are working full-time.

An independent field experience project, approved by a faculty advisor and a host company or clinical research organization, is required. The field experience gives students “hands-on” experience. The student delivers results of value to the sponsoring organization and prepares a project report on the experience.

Core requirements

RA 601 Overview of the Health Product Industry
RA 602A Overview of Health Product Regulation
RA 605 Field Experience
HP 600 Biostatistics
HP 601 Health Ethics and Law
CO 613 Writing for the Professional Workplace

Clinical Research Track Requirements

RA 608 Clinical Research Methods
RA 609 Clinical Trial Management
RA 616 Project Management

Product Regulation Track Requirements

RA 603 A Pharmaceutical Product Regulation
RA 604 A Medical Device Regulation
RA 615 Risk Management and Quality Systems

Electives

A student may take courses required for the track not taken. For example, a candidate in the Clinical Research Track can take RA 603A, RA 604A, or RA 615 as an elective.

Other possible electives include:

RA 610 Medical Reimbursement
RA 617 Combination Products and Advanced Topics in Product Approval
NU 618 Health Policy
NU 620 Clinical Pharmacology

Additional Communications courses.

Other courses may be chosen as electives with the approval of the Health Product Regulation Graduate Program Director.

Consistent with Regis College policy, two relevant graduate courses from other universities may be transferred subject to the program director’s approval.

COURSE DESCRIPTIONS

For courses provided by other graduate programs, that is, that do not have the “RA” course prefix, please see the course description in the corresponding section of this catalog:

- CO Organizational and Professional Communication
- HP Health Administration, Informatics, and other Health Professions courses
- NU Nursing

RA 601 Overview of the Health Overview Product Industry

This overview to 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 health product industry (pharmaceutical, biotechnology, and devices)
- typical company structures
- laws, regulations, and standards
- the government structures, agencies, organizations, and societies that influence and produce them
- regulatory agencies that enforce them
- third party organizations (product testing, quality system auditing, clinical research organizations)
- the healthcare industry (providers, such as hospitals and clinics, and reimbursers, such as insurance companies, HMOs, government health plans)

RA 602A Overview of Health Production Regulatory Regulation

This overview of the Food and Drug and Cosmetic Act describes the basis for the regulation of the development, production, and the approval processes for drugs and biologics, foods, and cosmetics. The primary focus is United States regulation, but examples of foreign laws and regulations are included.

RA 603A Pharmaceutical Product Regulation

Current information on the laws and U.S. Food and Drug Administration (FDA) regulations regarding the control and regulation of drugs and biologics, the manufacturing processes, marketing, and compliance procedures. An overview of classic drug development process model, including pre-clinical, clinical (Phases 1, 2, 3, and 4), and post-marketing surveillance are addressed. Case studies are used so that actual examples can be examined first-hand. (Prerequisites: RA 601 and RA 602A)

RA 604A Medical Device Regulation

A survey of the principles of medical device regulation focused on the regulations of the United States, the European Union, and Canada. Students select a hypothetical product as a semester-long project and apply what they learn about each of the issues covered, including classification, quality systems, design controls, standards, software, biocompatibility, infection control and sterilization, production control, and post-market activities. (Prerequisites: RA 601 and RA 602A)

RA 605 Field Experience in Regulatory Affairs

A coordinated field experience at a product company or clinical research organization. Students apply the principles learned in classes to produce results of value to the host organization. The experience can occur where the student is employed or at organizations found by the student. Assistance from faculty and fellow students can help identify appropriate sites and projects. Project locations and the nature of the experience must be approved by the Regis faculty and by the host organization. (Prerequisites: Track required courses appropriate to the project. Consult with your advisor.)

RA 608 Clinical Research Methods

An introduction to common clinical research and analysis methods used in product development for: proof of concept or technology including: device feasibility studies and exploration of new applications, indications for use, or modified methods of use demonstration of safety and effectiveness for regulatory approvals human factors engineering including: usability by medical personnel and proper use of over-the-counter, home use, or direct-to-consumer products demonstration of clinical value to qualify for reimbursement The student learns methods for different products and applications, such as, pharmaceuticals, biologics processing (e.g., blood processing), in-vitro diagnostics, clinical laboratory instruments, and monitoring, diagnostic, therapeutic-
tic, or preventive devices. Factors in the design of
clinical research methods include:

- statistics methods and power analysis quanti-
tative versus qualitative methods  protocol de-
sign and inclusion/exclusion criteria
- selection of sites and investigators, including the
choice of foreign or domestic sites
- regulatory and ethical restrictions

(Prerequisites: RA 601 and RA 602A It is recom-
mended that RA 609 be taken before RA 608.)

RA 609 Clinical Trial Management
An introduction to the fundamentals of clinical tri-
als, including The Code of Federal Regulations as
they pertain to clinical trials, the role of the FDA, ba-
sics of drug and medical device trials, FDA submis-

sion process, Good Clinical Practices, Institutional
Review Boards, managing and monitoring clinical
trials, and ethical principles including informed con-
sent and conflict of interest. (Prerequisites: RA 601
and RA 602A)

RA 610 Medical Reimbursement
A survey of the general elements of medical product
reimbursement and commercialization in both the
U.S. public and private payer markets. The course
examines the role of the Centers for Medicare and
Medicaid Services (CMS) and their relationship with
the various sectors of medical industry. Each session
builds on the understanding of the importance of
reimbursement for products and services and the
regulatory control CMS exerts over the marketplace.

RA 615 Quality Systems and Risk Management
The student learns requirements and industry prac-
tice associated with the Medical Device Quality
System Regulation, pharmaceutical Good Manu-
facturing Practice, Good Clinical Practice, Good
Laboratory Practice, and associated international
standards. Principles of quality system auditing are
learned and practiced in role-playing case studies.
The principles of risk management and related reg-
ulations and standards are taught exercised in case
studies. Risk management is applied to situations
throughout the product life cycle.

This course uses economic analysis to help under-
stand the economic and financial problems now
confronting our healthcare system. Considerable
attention is given to topics of current public con-
cern including rapidly increasing costs, Medicare
and Medicaid, excess capacity, expensive new tech-
nologies, national health insurance, and the prob-
lem of the uninsured. (Prerequisites: RA 601 and
RA 602A)

RA 616 Project Management
The student learns project management terminol-
y, key concepts, and ideas for planning and sched-
uling projects; assess projects, manage cost, time,
scope, risk, and quality of projects.

The role of an effective project leader is a demanding
one that requires a clear understanding of the five
project processes: initiating, planning, executing,
controlling and closing. Effective project manage-
ment and its concurrent need to establish defined
scope, within budget and completion dates is key to
success in today’s dynamic biotech, pharmaceutical
and healthcare environment.

Core principles and fundamentals will be covered,
illustrating interpretation and application of such re-
quirements:

- The Project Life Cycle: Initiating, Planning,
  Executing and Closing Projects.
- Recognition of Project Management Tools and
  Templates.
- Scope (Project Charter), Time (Work Break-
down Structure) and Financial Management
  (Budget).
- Defining Roles and Responsibilities.
- The Importance of Team Building and Team
  Work.
- Team Dynamics.
- Risk Assessment.
- Lessons Learned and Process Improvement.
- Managing Client/Vendor Relationships.

MASTER OF SCIENCE IN ORGANIZATIONAL & PROFESSIONAL
COMMUNICATION
Joan Murray, Program Director

Program Philosophy
The degree program in Organizational and Professional Communication is firmly within the tradi-
tion of the mission of Regis College, which, for more than eighty-five years, has been dedicated to
the development of qualified scholars committed to academic excellence. Academic knowledge,
combined with practical, experiential learning in the communication field, enables students to
become successful professionals who can compete in the challenging communication job market.
Program Focus
The Master of Science in Organizational and Professional Communication provides intensive and comprehensive training on the advanced level for students who have earned a bachelor’s degree. Concentrations will include public relations, corporate communication, as well as training and development.

The program is theoretical in nature, yet provides students with practical applications of the material they are learning. An active learning format is central to the course design, and, where appropriate, the courses are organized around in-depth project-based research topics.

A unique feature of the Master of Science in Organizational and Professional Communication is its interdisciplinary nature. In addition to a core of required communication courses, students can draw from other graduate programs currently offered at Regis.

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

Course offerings include:
CO 601 Intercultural Communication in the Workplace
CO 602 Business and Professional Communication
CO 603 Theoretical and Practical Applications of Communication
CO 604 Cross-Channel Persuasion
CO 605 Communication in the Electronic Age
CO 606 Communication within the Organization
CO 607 Seminar in Communication Research
CO 608 Supervised Thesis/Project
CO 609 Conflict Resolution and Negotiation
CO 610 Crisis Communication/Media Relations
CO 611 Public Relations: Cases and Practice
CO 612 Health Communication Management
CO 613 Writing for the Professional Workplace
CO 614 Communication Practicum

COURSE DESCRIPTIONS
CO 601 Intercultural Communication in the Workplace
The course provides an in-depth study of the human communication process as it operates in the challenging, global framework of today’s world. Understanding the various factors operating in the diverse approaches to communication found in all sectors of human society around the globe will enable students in this course to develop strong leadership skills that are applicable in the workplace and in the political realm, as well as in the health and education fields. An appreciation of cultural differences and their impact on one’s own communication styles and outcomes will be gained through individually designed, project-based research topics, selected according to the needs and interests of the student.

CO 602 Business and Professional Communication
Students research, organize, and present a variety of professional presentations, including technical proposals and sales presentations. The course is designed to help students refine and enhance their own verbal and nonverbal skills. Students will develop and utilize computer-generated graphics in their presenta-
Communicating in organizational groups and teams will also be incorporated in the course.

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

An overview of major communication theories with an emphasis on communication styles and approaches operative in today’s workplace environment. Strategic planning, analysis, and critical thinking in light of contemporary trends and issues will be studied. Students will be involved in developing and presenting a comprehensive communication plan.

**CO 604 Cross-Channel Persuasion**

Course examines the theoretical principles of persuasion, as well as the tools, techniques, and strategies for effectively influencing others. Persuasive tactics such as advertising, direct marketing, and e-marketing will be studied and evaluated. Students will construct persuasive messages and will design an actual persuasion campaign.

**CO 605 Communication in the Electronic Age**

The course focuses on the transmission of knowledge and information using contemporary communication technologies. It examines strategies for successful implementation of such technologies in order to reach a worldwide audience. Topics such as computer-based media design and the role of the Web in communication will be studied.

**CO 606 Communication within the Organization**

Focus of this course is on strategies and tactics for reaching internal audiences. The need for gender and diversity training, whole work-life planning for employees, and developing assessment tools within the framework of the corporate culture of an organization will be explored.

**CO 607 Seminar in Communication Research**

The various theoretical approaches and ethical responsibilities of conducting research in communication will be analyzed. Students will study ways by which researchers find and evaluate documents and will learn about both qualitative and quantitative design and research. Students will write their thesis/project proposal during the course of the semester.

**CO 608 Supervised Thesis/Project CO 609**

Conflicts Resolution and Negotiation

Students will examine the nature, types, process, styles, and strategies of conflict in a variety of interpersonal and organizational settings. Using a case study approach, students will analyze the various ways in which conflict is negotiated and managed with a view toward selecting the most effective strategies for each situation.

**CO 610 Crisis Communication/Media Relations**

Crisis communication is an increasing concern for all businesses and professions. Students will explore the components of crisis communication and will study pre-crisis planning, including the formation of a crisis management team, as well as effective responses to organization crisis through timely communication. Through case studies and research, students will learn appropriate communication strategies to manage all phases of crisis.

**CO 611 Public Relations: Cases and Practice**

This course presents the theory and practice of public relations and how it operates within organizations. Students will study the professional development of the field; concepts, issues, and principles; and models and theories guiding the practice. The course emphasizes the need for well-informed, ethical practitioners with skills and abilities in key areas such as relationship building, strategic planning, management counseling, monitoring, open communication, and writing. The course focuses on the changing nature of public relations, the increasing use of new technologies, and the inclusion of public relations in the total marketing communications mix through the use of case studies, field trips, guest speakers, and hands-on assignments.

**CO 612 Health Communication Management**

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

**CO 613 Writing for the Professional**

Graduate students from various disciplines practice the skills necessary to produce such documents as are appropriate to their present workplace positions or to the positions they are preparing to take. These documents include but are not limited to proposals, progress reports, and instruction manuals. Students will consider audience (including multiple audiences) and the purpose of the document; they will gather and synthesize information from multiple sources and execute appropriate document designs.

**CO 614 Communication Practicum**

A guided practical field experience, this course allows students in the program to apply theoretical knowledge gained in the classroom to actual work settings in the communication field. Sites within public relations, corporate communication, human resources, event planning, health communication and training and development are just some of the areas one might choose. The course is especially useful to students as a preparation for CO 608: Thesis/Project since within the work environment selected a number of practical topics for research or project development should emerge.
MASTER OF SCIENCE IN HEALTH ADMINISTRATION
Program Director, Mary Ann Hart

Program Philosophy
The Master of Science in Health Administration is designed to develop highly effective Health Administrators and leaders, through a program of study focused on the critical ethical, legal, social, political, management and leadership issues in Health Administration and through a hands-on field experience in a health care setting.

Program Focus & Curriculum
The Master of Science in Health Administration consists of a total of forty-two credits of study - fourteen three-credit courses total, including eleven core requirements, two electives, and a field experience in Health Administration. All courses, designed with the busy working professional in mind, are offered on weekends and evenings, and many are taught in an intensive format with an on-line component. A flexible schedule of full or part-time study can be designed according to individual student needs. The student can complete a full-time course of study in as little as sixteen months or a part-time option in as little as two years.

Required Courses: Master of Science in Health Administration:
HP 601 Health Ethics and Law
HP 602 Issues in Health Administration
HP 605 The U.S. Health Care System: Organization, Policy, and Politics
HP 608 Health Care Quality Management
HP 611 Managerial Accounting in Health Care
HP 614 Financial Management in Health Administration
HP 617 Quantitative Methods in Health Administration
HP 620 Field Experience in Health Administration
NU 710 Informatics in Health Care
CO 612 Communication for Health Care
EC 623 Economics of Health Care
MT 604 Human Behavior in Organizations

Elective Courses: Master of Science in Health Administration
NU 618 Health Policy
HP 623 Gerontology: A Multidisciplinary Approach
HP 626 Sociological, Political and Economic Perspectives in Gerontology
HP 629 Chronic Illness and Aging: Management, Palliation and End of Life Considerations
HP 635 Health Information Systems
HP 638 Strategic Leadership in Health Informatics
Additional electives may be approved by the Graduate Program Director of Health Administration.
COURSE DESCRIPTIONS

HP 605 The U.S. Health Care System: Organization, Policy, and Politics
This is an introductory graduate-level course to the U.S. Health Care System, which traces the historical evolution of the current system and surveys the important organizations and professions involved in the provision, payment, and regulation health care services. Current health care policy and political challenges related to cost, quality, and access to care will be examined, particularly as they relate to the role of government and the private sector in the provision of health insurance and delivery of services. The course is a requirement for the Certificate in Health Administration and the Master of Science in Health Administration.

HP 608 Health Care Quality Management
This is a graduate level course for students preparing for careers in Health Administration or for other leadership roles in health care. Quality improvement in health care is priority goal of health care leaders in government and in the private sector, certifying agencies, health care professionals, insurance companies and managed care organizations, and institutions such as hospitals, nursing homes, clinics, and home care agencies. Issues related to 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. It is an elective for the Certificate in Health Administration and a requirement for the Master of Science in Health Administration.

HP 611 Managerial Accounting in Health Care
This is graduate-level course which introduces students in health administration and nursing leadership to the basic concepts and principles of financial and managerial accounting. Students will learn management use of accounting information. Analysis of various types of financial statements, accounting principles and procedures, current business practices, and use if accounting data for internal reporting, planning, and decision-making are among come of the areas covered. It is an elective for the Certificate in Health Administration and a requirement for the Master of Science in Nursing Leadership/Health Administration.

HP 614 Financial Management in Health Administration
This is graduate-level course which will enable students in health administration and nursing leadership to evaluate and implement financial strategies in health care organizations. Areas of focus include common forms of health care finance, such as bonds and private equity and internal and external evaluation of performance, including evaluation of investment programs, types of funding, and financial decisions. It is an elective for the Certificate in Health Administration and a requirement for the Master of Science in Health Administration and the Master of Science in Nursing Leadership/Health Administration.

HP 617 Quantitative Methods in Health Administration
This course covers statistical techniques and methods that are useful in the analysis of managerial data and the interpretation and the evaluation of research. Topics include a review of basic descriptive and inferential statistics, applied probability distributions, and analysis. This course places emphasis on applying quantitative decision making methods to the operational problems facing health care organizations and the methods used for monitoring, evaluating, and improving the quality of health care delivery. Statistical concepts will be taught using a case-based approach. It is an elective for the Certificate in Health Administration and a requirement for the Master of Science in Health Administration.

HP 620 Field Experience in Health Administration
This is a graduate level course for students enrolled in the Master of Science 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, and nursing homes and home health agencies.

EC 623 Economics of Health Care - please change to HP 622 - Economics of Health Care
This course uses economic analysis to help understand the economic and financial problems now confronting our health care 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. It is an elective for the Certificate in Health Administration and a requirement for the Master of Science in Health Administration.

MT 604 Humn Behavior in Organizations
This course 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. Non-profit and health care organizations are contrasted with private sector settings. It is an elective for the Certificate in Health Administration and a requirement for the Master of Science in Health Administration.

GRADUATE CERTIFICATE IN GERONTOLOGY
Program Director, Mary Ann Hart

Program Philosophy
The certificate program is designed for students who wish to prepare for work with older adults and for professionals already working with the elderly. Nurses, physicians, health care administrators, occupational therapists, physical therapists, and social workers are among those for whom this certificate is designed. The program provides a background of basic knowledge in gerontology and permits students to acquire knowledge, in the physical, emotional, spiritual, social, political and economic issues related to aging through a multidisciplinary approach.

Program objectives
- To provide students a concentrated curriculum in the multidimensional aspects of the field of gerontology
- To provide students exposure to the multidisciplinary field of gerontology through work with mentors/experts in practice.

Certificate Curriculum:
HP 623 Gerontology: A Multidisciplinary Approach
HP 626 Sociological, Political and Economic Perspectives in Gerontology
HP 629 Chronic Illness and Aging: Management, Palliation and End of Life Considerations
HP 632 Gerontology/Geriatric Mentorship

HP 623 Gerontology: A Multidisciplinary Approach
This course will incorporate faculty from multiple disciplines to address the complex nature of the study of Aging. The objective of this course is to develop a foundation for the understanding of the physical, psychological, social, spiritual and environmental constructs of aging framed within a wellness model. (This course can be taken as an elective by undergraduate or graduate students).

HP 626 Sociological, Political and Economic Perspectives in Gerontology
This course addresses social, political and economic factors that impact the Aging experience. Sociological, political and economic theory will be incorporated as a framework for understanding resource allocation, priorities and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment and policy would be described. (This course can be taken as an elective by undergraduate or graduate students).

HP 629 Chronic Illness and Aging: Management, Palliation and End of Life Considerations
Although aging is not synonymous with decline, the aging process does increase the risk of the development of chronic disease. This course is approached from a multidisciplinary perspective regarding the management of chronic disease, palliative care and end of life decisions. These will be considered in the context of the individual, family, community and the larger social systems. (This course can be taken as an elective by undergraduate or graduate students).

HP 632 Gerontology/ Geriatric Mentorship:
As a capstone experience, students who desire to earn the Gerontology Certificate will be required to complete a 120-hour mentorship experience in a gerontological/geriatric setting. Students will select their experience with faculty advisement and develop mentorship objectives. Students will prepare an executive summary of the experience as it relates to their objectives.
GRADUATE CERTIFICATE IN HEALTH INFORMATICS
Program Director, Kathleen Donaher

Program Philosophy
The certificate program is designed to introduce health care providers to the informatics industry, its current state of the art, systems and management. Students will learn essential competencies needed to participate in the strategic leadership of information systems and explore the industry through a self designed practice mentorship.

Program objectives & required courses:
- To explore the rapidly changing, dynamic health informatics industry
- To examine the many informatics options currently available or under development in health
- To synthesize knowledge of health informatics, leadership and change in addressing informatics problems in the real world setting

Certificate Curriculum
NU 710 Informatics in Health Care
HP 635 Health Informations Systems
HP 638 Strategic Leadership in Health Informatics
HP 641 Information Systems Mentorship

NU 710 Informatics in Health Care
Informatics in Health Care explores the background and theory of nursing and health care information systems. Strategies are examined for analyzing, designing/developing, implementing, and evaluating information systems for health care professionals and consumers with an emphasis on improving the quality of care delivery. Content and projects are applicable to advance practice nurses, nurse educators, researchers, nurse leaders, executives, and other health care professionals. Method of assessment: online discussions and synthesis, major paper.

HP 635 Health Information Systems
Addresses the multiple systems utilized to retrieve, manage and report information in health care: information architectures, administrative and clinical applications, evidenced based health, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, medical devices and telehealth.

HP 638 Strategic Leadership in Health Informatics
This course examines the social, political and economic influences on the evolution of informatics in health. Students analyze concepts, issues and practices of organizational behavior at the individual, group and organizational levels as they relate to information systems in health. Students examine end users’ needs; processes and work flow in environments for the purpose of translating specifications for health information systems.

HP 641 Information Systems Mentorship
Provides students with real world practical experience in the application and evaluation of health care informatics. With faculty oversight and guidance, students are matched with a mentor working in a health care setting (health care setting, physician practice group, pharmaceutical/biotech company, software company, clinical research organization) and work 8-10 hours per week for one semester. Students collaborate with faculty and other students weekly to log in experiences and participate in a structured discussion board.
GRADUATE NURSING PROGRAMS
Antoinette Hays, Dean, School of Nursing, Sciences & Health Professions

Purpose
The purpose of the Graduate Nursing Program at Regis College is to prepare professional nurses as specialists with advanced knowledge in nursing leadership and advanced nursing practice. The second purpose is to provide a foundation for doctoral study in Nursing. The Graduate Nursing Program at Regis College subscribes to and functions within the stated mission and goals of the College and are 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 the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, 404.975.5000, or visit this Website: http://www.nlnac.org.

Nursing Programs’ Philosophy
The Nursing programs are an integral component of Regis College. Founded upon the ideals expressed in the Gospel of Jesus Christ and dedicated to the exploration of religious traditions, Regis College is committed to excellence in scholarship and service. In concurrence with the mission of the College, the Nursing faculty accept the responsibility of providing an environment in which the learner can gain a breadth of knowledge in the humanities, natural sciences, and social sciences, as well as an in-depth understanding of one sector of learning. The faculty believe that by fostering professional growth, they encourage the student to become a positive influence on the nursing profession and society.

The Nursing faculty are committed to the education of nurses from the undergraduate through the graduate level. The faculty believe that multiple levels of nursing practice exist. The Nursing programs at Regis College provide the structure for multiple entry and exit points along the continuum of the nursing profession beginning with the associate degree and continuing through the master’s and doctorate degrees. The programs build a solid foundation for future endeavors in professional development and educational mobility.

The Nursing faculty believe the central concepts of the discipline of nursing are person, environment, health, and nursing. These four concepts are viewed generically. The concept of person may refer to individuals, families, groups, communities, organizations, or society as a whole. The person is a unique biopsychosocial, cultural, and spiritual being who continuously interacts with the environment throughout the lifespan. Every person has inherent dignity, worth, and individuality, and a right to comprehensive, compassionate health care. Environment refers to all the conditions, circumstances, and influences surrounding and affecting the development of the person. It refers to all possible internal and external stimuli that may influence behavior and adaptation. It may be considered past, present, and future but is always seen in the context of the present. Health is a dynamic state of being and becoming integrated and whole in which the individual adapts to changes in the environment. Nursing, as an art and science, is a developing system of knowledge about persons, health, and their environment. Further, nursing is unique in the way it synthesizes the liberal arts and the physical, biological, and social sciences through the use of nursing process in the design and delivery of therapeutic nursing interventions for individuals, families, groups, the community, and society.

The concepts of adaptation, nursing process, and professional role explain the relationships and interactions between and among person, environment, health, and nursing. Adaptation is a dynamic process by which the person responds to stimuli in the environment while maintaining personal integrity. The adaptive potential of the person involves flexible adaptation, stability, growth, and change. Nursing promotes adaptation through the systematic, deliberate, intellectual application of the nursing process. Professional role encompasses caring, teaching, advocacy, leadership, management, and research. Therapeutic nursing intervention, critical thinking, and communication are instruments used to promote adaptation, implement nursing process, and develop professional role. They also provide a framework for program outcome assessment.
Nursing education provides opportunity for the student to learn the art of caring based on a scientific body of knowledge that gives direction to nursing practice. Through the curriculum, the student learns to value a holistic approach to the individual, recognizing the person’s capacity to participate in decision making and to make informed choices. Through a sequence of planned theoretical and clinical experiences, including student self-evaluation and faculty feedback, the student is prepared to assume the role of a professional nurse.

Learning is a continuous, lifelong process that guides the learner in the acquisition of knowledge and the development of values and beliefs about people and their needs in an ever-changing society. Learning is the active process of acquiring knowledge, skills, values, attitudes, and abilities that results in behavioral change. The student learns best in an environment that fosters open communication and mutual respect. Such an environment motivates and encourages participation in the educational process. The climate of an academic setting offers opportunities to become more reflective, compassionate, caring, and socially responsible.

Overview of the Graduate Program in Nursing

The Master of Science degree program in Nursing at Regis College builds on baccalaureate education as the appropriate foundation for graduate education in nursing. Persons awarded the master’s degree are prepared as nurse administrators or advanced practice nurses whose educational preparation provides advanced knowledge in nursing and the natural and social sciences. For those persons who enter the program without prior nursing education, generalist knowledge is gained within the first two years and validated by registered nurse licensure.

The Doctor of Nursing Practice (DNP) curriculum is a post-master’s curriculum built upon an advanced practice curriculum and is designed for the Clinical Specialist, Nurse Practitioner, Educator, or advanced practice Nursing Leader. Select students who have earned a BS in nursing may be considered for the MS-DNP curriculum track. Through the implementation of the Doctor of Nursing Practice program (DNP), nursing at Regis continues to build on its strong and visionary history, motivated by the educational demands of our health care system, while maintaining academic and practice expertise. The School of Nursing & Health Professions embraces the opportunity to play a significant role within Regis College and within the nursing profession while educating qualified, highly skilled nurses to work to earn the degree Doctor of Nursing Practice.

The Nursing faculty believe that the graduate curriculum encompasses communication, therapeutic nursing intervention, and critical thinking for leadership and advanced nursing practice. The graduate programs have two distinct foci: nursing leadership/business management for diverse health care systems and advanced practice in primary care of families, children, or adult/psychiatric clients. In order to function in these roles, graduates have a comprehensive understanding of the research process and demonstrate research competence. The Nursing programs are designed using principles of adult education. The faculty believe adult learners are motivated to learn and accept responsibility for their learning. The faculty facilitate and support the learning process. The programs’ plans afford flexibility for the adult learner but ensure the fulfillment of the requirements.

GRADUATE PROGRAM TRACKS/SPECIALTIES

All graduate nursing program tracks at the master’s level require three core courses:

NU 601 Nursing Theory (3 credits)
NU 630 Advanced Nursing Research (3 credits)
NU 618 Seminar: Health Policy (3 credits)
ADULT/ACUTE/Critical Care CLINICAL NURSE SPECIALIST TRACK

The Program

The purpose of the Adult/Acute/Critical Care Clinical Specialist master’s degree track is to prepare the baccalaureate-educated registered nurse for the advanced practice challenges faced in the acute inpatient setting. The curriculum is comprised of 12 courses, including the three core courses, the following specialty courses: BI 612, NU 605, 620, 669, 650, 662, 663, 670 and an elective. It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program.

Prerequisites

Bachelor of Science in Nursing from an NLNAC or CCNE accredited program. Statistics
2000 hours as equivalent to one year of clinical practice (within five years) before reaching NU 662 Acute Care/Critical Care Role Practicum I.

Sample Curriculum

Adult/Acute/Critical Care Clinical Specialist

Year 1, Fall
NU 620 Clinical Pharmacology I ........................................................................................................ 3
NU 601 Nursing Theory ......................................................................................................................... 3
BI 612 Advanced Pathophysiology ....................................................................................................... 3

Year 1, Spring
NU 670 Seminar in Teaching and Learning in Nursing Education ..................................................... 3
NU 630 Advanced Nursing Research ..................................................................................................... 3
NU 605 Concepts in Nursing leadership ............................................................................................... 3
NU 669 Family Systems Theory ............................................................................................................ 3

Summer
NU 650 Advanced Health Assessment ................................................................................................. 3

Year 2, Fall
NU 662 Acute Care/Critical Care Role Practicum I ............................................................................. 8
NU 618 Health Policy ............................................................................................................................. 3

Year 2, Spring
NU 663 Acute Care/Critical Care Role Practicum II ........................................................................... 8
Elective .................................................................................................................................................. 3
Total .................................................................................................................................................... 46

NURSING LEADERSHIP/HEALTH ADMINISTRATION TRACK

The Program

The graduate program in Nursing Leadership/Health Administration is designed to prepare baccalaureate nurses for advanced nursing practice in nursing leadership. The curriculum is comprised of 13 courses; the three core courses, the following specialty courses: HP 601, 611, 614, 622, NU 605, 612, 623, 627, an Informatics elective, two electives, and includes 80 hours of fieldwork and 80 hours of clinical mentorship.

Graduate courses taken at other accredited institutions may be considered for transfer credit, up to six credits maximum. Students taking the standard two courses per semester will complete the program in two years. It is important that you meet with a faculty member, program director, the gradu-
graduate nursing

ate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

Prerequisites:
Statistics

Two-Year Sample Curriculum
Nursing Leadership/Health Administration

Year 1

**Summer Session I**

HP 622 Economics of Healthcare ................................................................. 3
3 Approved Graduate Elective ................................................................. 3

**Summer Session II**

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

**Fall Semester**

NU 605 Concepts of Nursing Leadership .................................................. 3
Approved Graduate Elective .................................................................. 3

**Spring Semester**

NU 612 Organizational Structure in Nursing Leadership ......................... 3
Informatics Elective ............................................................................... 3

**Summer Session I**

HP 611 Management Accounting ............................................................. 3
HP 601 Health Ethics and the Law ......................................................... 3

**Summer Session II**

HP 614 Financial Analysis in Health Administration .................................. 3

Year 2

**Fall Semester**

NU 630 Nursing Research ........................................................................ 3
NU 623 Regulatory Issues in Nursing Leadership ..................................... 3

**Spring Semester**

NU 627 Mentorship .................................................................................. 3
Graduate Elective .................................................................................... 3
Total ........................................................................................................ 42

NURSING LEADERSHIP/REGULATORY AFFAIRS TRACK

The Program

The program in Nursing Leadership/Regulatory Affairs is designed to prepare baccalaureate nurses for leadership roles in clinical affairs for product development. Students in this track earn a Master of Science degree in Nursing Leadership & Regulatory Affairs. Students in the MS program must satisfactorily complete 14 courses at Regis College, including the following specialty courses: HP 601, 622, NU 605, 612, 623, 627, RA 601, 602a, and RA 608, 609, and 616 for the Clinical Investigation Track; and RA 603A, 604A, and 615 for the Health Product Regulation Track.
Graduate courses taken at other accredited institutions may be considered for transfer credit, up to six credits maximum. Students taking the standard two courses per semester will complete the program in two years. It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

**Prerequisites:**
Statistics

**Two-Year Sample Curriculum**

**Nursing Leadership/Regulatory Affairs - Clinical Trials Track**

**Year 1**

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td>HP 622 Economics of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RA 601 Overview of the Health Product Industry</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>NU 601 Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>NU 605 Concepts of Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RA 602A Overview of Health Product Regulation</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>NU 612 Organizational Structure in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 630 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>HP 618 Seminar: Health Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HP 601 Health Ethics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>RA 608 Clinical Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>RA 609 Clinical Trial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 623 Regulatory Issues in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>NU 627 Mentorship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RA 616 Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>
NURSING PRACTITIONER TRACK

The Program
The purpose of the Nurse Practitioner master’s degree track is to prepare the baccalaureate-educated registered nurse for advanced practice as a pediatric, family, psych- mental health, or women’s health nurse practitioner with a primary care focus.

Students taking the standard two courses per semester will complete the program in two years. Graduate courses taken at other accredited institutions may be considered for transfer credit, up to six credits maximum. It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer. This program may be undertaken on a full-time or part-time basis.

Prerequisites
Statistics

Pediatric Nurse Practitioner
The Pediatric Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process and research. Clinical management of children and young adults from birth until age twenty-one is addressed, including various biopsychosocial needs and health issues. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) and the National Certification Board of Pediatric Nurse Practitioners and Nurses (NAPNAP) criteria for certification as a Pediatric Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, 641, 642, 652, 664a, 665a, 668, 669 and an elective. Total 48 credits.

Family Nurse Practitioner
The Family Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process and research. Clinical management of families through the life cycle is applied in a variety of health care settings as they relate to the family system. Students have extensive experience in adult, geriatric, pediatric, and women’s health primary care. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP) criteria for certification as a Family Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, 641, 642, 652, 664b, 665b, 668, 669 and an elective. Total 48 credits.

Psychiatric-Mental Health Nurse Practitioner
The Adult Psychiatric Mental Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process and research. Clinical management of adults and geriatric clients is applied in a variety of health care settings related to diagnosis and management of problems such as dementia, depression, anxiety, other psychiatric problems and the interaction of pharmacological agents. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as an Adult Psychiatric and Mental Health Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, 641, 642, 652, 643, 664c, 665c, 668, and 669. Total 48 credits.

Women’s Health Nurse Practitioner
The Women’s Health Nurse Practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology and health assessment with nursing theory, process and research. Clinical management of women from adolescents to geriatrics is applied in a variety of health care settings as they relate to gynecology, reproduction, and primary care settings. The cur-
The Graduate curriculum is comprised of 13 courses and meets the National Certification Corporation (NCC) Criteria for certification as a Women’s Health Nurse Practitioner. In addition to the three core courses, the specialty courses include: BI 612, NU 620, 641, 642, 652, 661, 664d, 665d, 668 and 669. Total 48 credits.

### Two-Year Sample Curriculum

#### Nurse Practitioner Track - Total 42 credits

<table>
<thead>
<tr>
<th>Year 1 Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 612 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU 601 Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>NU 620 Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 669 Family Systems Theory</td>
<td>3</td>
</tr>
<tr>
<td>Year 1 Fall</td>
<td></td>
</tr>
<tr>
<td>NU 641 Advanced Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU630 Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year 1 Spring

| NU 618 Seminar: Health Policy | 3 |
| NU 650 Advanced Health Assessment or NU 652 Pediatric Health Assessment | 3 |

**(NOTE: NU641 MUST be taken in either the fall or spring prior to entering NU664)**

#### Year 2 Summer

| NU 664 Primary Care a, b, c, or d | 8 |
| Graduate Elective or NU 643 Advanced Psychopharmacology for Psych-Mental Health NPs or NU 661 Care of the Childbearing Woman for Women’s Health NPs. | 3 |

#### Year 2 Fall

| NU 665 Primary Care a, b, c, or d | 8 |
| NU 642 Management Concepts for Advanced Practice | 3 |

#### Year 2 Spring

| NU 668 Roles and Issues in Advanced Practice | 2 |

Total 48 credits

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### POST-MASTER’S CERTIFICATE FOR RNS WITH AN MSN

(FAMILY, PEDIATRIC, PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER OR WOMEN’S HEALTH NURSE PRACTITIONER)

#### The Program

The purpose of the Post-Master’s Certificate curriculum is to prepare the master’s-prepared nurse for advanced practice as a Family Nurse Practitioner, a Pediatric Nurse Practitioner, Psychiatric-Mental Health, or Women’s Health Nurse Practitioner with a primary care focus. Students in the certificate curriculum must satisfactorily complete eight courses at Regis College. Graduate courses taken at other accredited institutions may be considered for graduate credit. It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer. This program may be undertaken on a full-time or part-time basis.
## Sample Part-Time Curriculum

### Post-Master’s Nurse Practitioner Certificate

**Year 1, Fall**
- NU 620 Clinical Pharmacology I .................................................. 3
- BI 612 Advanced Pathophysiology ............................................... 3

**Year 1, Spring**
- NU 669 Family Systems Theory .................................................... 3
- NU 641 Advanced Clinical Pharmacology II ................................. 3

*(NOTE: NU 641 MUST be taken in the fall or spring prior to entering NU 664)*

**Year 1, Summer**
- NU 650 Advanced Health Assessment .......................................... 3 or
- NU 652 Advanced Pediatric Health Assessment ............................ 3

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

**Year 2, Fall**
- NU 664A Primary Care of the Child I ............................................ 8 or
- NU 664B Primary Care of the Family I .......................................... 8 or
- NU 664C Psych Mental Health Nurse Practitioner I ..................... 8 or
- NU 664D Women’s Health Nurse Practitioner I ............................ 8
- NU 661 Care of the Childbearing Woman (For WHNPs) ................ 3
- NU 643 Advanced Psychopharmacology (For Psych-Mental Health NPs) .......................... 3

**Year 2, Spring**
- NU 665A Primary Care of the Child II .......................................... 8 or
- NU 665B Primary Care of the Family II ........................................ 8 or
- NU 665C Psych Mental Health, Nurse Practitioner II .................... 8 or
- NU 665D Women’s Health Nurse Practitioner II .......................... 8
- NU 668 Role and Issues in Advanced Practice ............................. 2

**Total** ................................................................................................. 36-39

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

#### The Program

The purpose of the Post-Master’s Certificate curriculum for certified NPs is to prepare the master’s-prepared nurse who is already a nurse practitioner for advanced practice in an additional area of concentration as a Pediatric Nurse Practitioner, Family Nurse Practitioner, Psychiatric-Mental Health, or Women’s Health Nurse Practitioner with a primary care focus. Many of these courses are transferable from a previous nurse practitioner program if taken as graduate courses. Each individual’s transcript and years of experience as an NP will be reviewed to determine the final curriculum to be taken at Regis College.

It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer. This program may be undertaken on a full-time or part-time basis. Time to completion varies based on previous courses taken.
Year 1 Fall
BI 612 Advanced Pathophysiology .......................................................... 3
NU 620 Clinical Pharmacology I ............................................................. 3

Year 1 Spring

NU 641 Advanced Clinical Pharmacology II .......................................... 3
(Note: NU 641 MUST be taken in the fall or spring prior to entering NU 664)
NU 669 Family Systems Theory ............................................................. 3

Year 1 Summer
NU 650 Advanced Health Assessment .................................................. 3
NU 652 Advanced Pediatric Assessment ............................................... 3
(Note: NU 650 or 652 must be taken in the summer prior to primary care)

Year 2 Fall
NU 664 Primary Care Concentration I - A, B, C or D .......................... 8
NU 661 Care of the Childbearing Woman (For WHNPs) ...................... 3
NU 643 Advanced Psychopharmacology (For Psych-Mental Health NPs) .................................................. 3

Year 2 Spring
NU 665 Primary Care Concentration II - A, B, C or D ......................... 8

Total ........................................................................................................ 31-34

RN-TO-BS-TO-MS UPWARD MOBILITY TRACK

The Program

The RN-to-BS-to-MS track is designed for the associate degree or diploma nurse or the registered nurse with a non-nursing baccalaureate degree who wishes to continue her education for professional and personal growth. The registered nurse will earn both the baccalaureate and the master’s degree with a major in Nursing. This curriculum track also provides a foundation for doctoral study in Nursing. Registered nurses who have earned a non-nursing bachelors degree may waive the BS component and enter the Bridge program directly into the master’s program.

The specialty areas and roles are Nurse Practitioner (Pediatrics, Family, Psychiatric-Mental Health, or Women’s Health), Acute/Adult Critical Care Clinical Specialist, and Nursing Leadership/Health Administration. The length of time required to complete the RN-to-BS-to-MS Upward Mobility Track or the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study. College policy requires that all graduate programs must be completed within seven years. Students may exit the program upon completion of the Bachelor of Science degree.

It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

Articulation Agreements

All nursing programs that have been approved by the Board of Nursing in Massachusetts articulate with the Regis College RN-to-BS-to-MS Upward Mobility Track or the RN-MS Bridge Program.

Prerequisites to Upper-Division Nursing Major*

Admission to this track is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis College. For further information contact the Director of Graduate Admissions at 781-768-7188.
Courses Required For The Undergraduate Core Curriculum And Nursing Major Prerequisites.

* Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis College, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-BS-to-MS Upward Mobility track.

There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, one semester of chemistry (inorganic and organic combined), and microbiology. Those who have not been in practice for 5 years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) SPN 100 Spanish for Health Professionals recommended
- Development over the Lifespan (Human Development) 3 credits
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Chemistry (Includes inorganic and organic) (4 credits)
- Microbiology (3 credits)
- Total 48 credits

**Upward Mobility Nursing Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 304 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NU 403 Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 404 Concepts and Challenges In Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 510 Community Based Practice (Includes 80 hrs. clinical)</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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

In addition to these core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credit varies with specific track and specialty and may vary from 104-110 total credits.
RN-MS BRIDGE PROGRAM

The Program
The RN-MS Bridge program is for registered nurses who have a non-nursing bachelor’s degree. Nurses in this program do not earn another bachelor’s degree but may directly articulate into the master’s program. The bridge program is comprised of 4 upper division-nursing courses, and should be completed before taking any graduate level nursing courses. These courses include:

<table>
<thead>
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<tr>
<td>NU 304 Health Assessment</td>
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<td>3</td>
</tr>
<tr>
<td>NU 510 Community Based Nursing</td>
<td>5</td>
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</tbody>
</table>

Once completed, students move directly into their chosen track and specialty area as appropriate. Please see individual tracks for the relevant curriculum. In addition to specialty courses, all students complete the core requirements for the master’s degree which include: NU 601 Nursing Theory, NU 630 Advanced Nursing Research and NU 618 Seminar: Health Policy.

The tracks and specialty areas include: Nurse Practitioner (Pediatrics, Family, Psychiatric-Mental Health, or Women’s Health), Adult Acute/Critical Care Clinical Specialist, Nursing Leadership/Health Administration and Nursing Leadership/Regulatory Affairs. The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 56-62 based on choice of track.

College policy requires that all graduate programs must be completed within seven years. It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

NURSE PRACTITIONER PROGRAM FOR NON-NURSES WITH A BA DEGREE OR BS DEGREE

The Program
The purpose of this graduate program in nursing at Regis College is to prepare the individual to sit for the registered nurse license examination and certification for advanced nursing practice. Students in this program must first satisfactorily complete the generalist nursing component. At the point of successful completion of the generalist component, (1.5 years) the student is eligible to sit for the RN license examination. Upon completion of one more semester, the student will be awarded a Bachelor of Science degree. The Master of Science degree will be awarded after the completion of the specialist component. Students may choose one of four specialty areas: Pediatric NP, Family NP, Psych-Mental Health NP or Women’s Health NP.

College policy requires that all graduate programs must be completed within seven years. It is important that you meet with a faculty member, program director, the graduate chairperson or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program. Courses are offered during the day, in the evening, on weekends, and during the summer.

Admission Prerequisites
Successful completion of the following prerequisites:

Chemistry I (including inorganic and organic chemistry), Anatomy and Physiology I, II, Microbiology, Statistics, Growth and Development, and Ethics
Curriculum

Generalist Component Sample Curriculum

Year 1, Fall
NU 620 Clinical Pharmacology I ................................................................. 3
NU 624 Professional Nursing (Clinical) ....................................................... 8
NU 304 Health Assessment ........................................................................ 3

Year 1, Spring
NU 625 Acute Care Nursing (Clinical) ....................................................... 8
NU 633 Psychiatric/Mental Health Nursing (Clinical) ................................. 5

Year 1, Summer
NU 632 Family Health Nursing (Maternity) (Clinical) ............................... 5
NU 626 Acute Care Nursing of the Child (Clinical) ..................................... 5

Year 2, Fall
NU 640 Community Health Nursing (Clinical) ......................................... 5
NU 645 Complex Care Nursing (Clinical) ................................................... 5
BI 612 Advanced Pathophysiology ............................................................ 3

Year 2, Spring
NU 641 Advanced Clinical Pharmacology II ............................................. 3
NU 630 Advanced Nursing Research .......................................................... 3
NU 601 Nursing Theory ............................................................................. 3

Year 2, Summer
Session I
NU 618 Seminar: Health Policy .................................................................. 3
NU 669 Family Systems Theory ................................................................. 3

Session II
NU 650 Advanced Health Assessment ....................................................... 3
or
NU 652 Pediatric Health Assessment ......................................................... 3

Year 3, Fall
NU 664 a, b, c, or d Primary Care I (Includes 300 clinical hours) ............... 8
Graduate Elective or NU 643 for Advanced Psychopharmacology for
Psych-Mental Health NPs or NU 661 for Women’s Health ...................... 3

Year 3, Spring
NU 665 a, b, c, or d Primary Care II (Includes 300 clinical hours) ............... 8
NU 642 Management Concepts for Advanced Practice ......................... 3
NU 668 Roles and Issues in Advanced Practice ........................................ 2
Total ............................................................................................................ 95

POST-MASTER’S CERTIFICATE IN NURSING EDUCATION

The purpose of this certificate program is to prepare future nurse educators for teaching in both the classroom and clinical setting. Participants will gain skill and knowledge regarding curriculum design, development and evaluation. Assessment strategies utilized in nursing education will be addressed regarding individual student evaluation and course evaluation, as well as program evaluation mechanisms. All candidates will participate in a mentorship experience tailored to the candidate’s level of teaching experience and career interests. Courses must be taken in sequence as outlined below.
Graduate Nursing

NU 670 Seminar in Teaching and Learning for Nurse Educators (3 credits)
ED 620 Instructional Methods and Curriculum Design in Nursing Education (3 credits)
ED 622 Assessment and Evaluation in Nursing Education (3 credits)
NU 672 Mentorship Teaching Experience/Seminar (3 credits)
Total Credits 12

DOCTOR OF NURSING PRACTICE (DNP) CURRICULUM

The doctorate in nursing practice (DNP) is the first of its kind in Greater Boston and the first doctoral program offered by Regis College. Designed to address the nursing faculty shortage throughout the United States, the Regis DNP is scheduled so that those in the program can continue full-time employment. Classes are offered evenings, on weekends, on-line, or intensive. Candidates for the program are those nurses who are advanced nursing practice leaders, nurse practitioners, educators or clinical specialists. The DNP curriculum is comprised of 24 core curriculum credits and 9 elective credits. A maximum of 6 graduate credits may be accepted for transfer. The length of the program varies from three to seven years based on how many courses a student takes per semester.

It is important that you meet with a DNP faculty member, the chairperson for the DNP program or the Dean of the School of Nursing, Science and Health Professions to develop your personal curriculum plan as the sequencing of courses can impact the time it takes you to complete the program.

Prerequisites
NU 601 Nursing Theory
NU 618 Seminar: Health Policy

Core curriculum requirements
NU 710 Informatics in Health Care
NU 713 Advanced Epidemiology and Biostatistics
NU 716 Culture and Health Perspectives
NU 722 Quantitative Research Methods for Evidenced-Based Practice
NU 725 Qualitative Research Methods for Evidence-Based Practice
NU 730 Doctoral Thesis Seminar I
NU 734 Doctoral Thesis Seminar II
NU 738 Application of Nursing Science

GRADUATE NURSING POLICIES

Progression
Progression in the programs requires the successful completion of all Nursing courses in sequence. Permission to register for courses out of sequence may be granted only by the Dean, School of Nursing, Science & Health Professions or the program Chairpersons.

Exiting at Baccalaureate Level
Students who exit the generic master’s degree program or the RN-to-BS-to-MS Upward Mobility Track at the Bachelor of Science level may take a maximum two-year leave of absence before returning to complete the generic master’s program or the RN-to-MS program. Return to the nurse practitioner track is on a space-available basis.
Graduate Transfer to Another Track
A student who wishes to transfer from one graduate nursing curriculum track/specialty to another must meet with the Chairperson for Post licensure graduate programs or Dean, School of Nursing, Science & Health Professions regarding this request. The student will submit any documents requested by the faculty that are necessary to make decision. The Chairperson or Dean will notify the student and the Graduate Records coordinator in writing.

Student Absences
Students are expected to attend all scheduled clinical days. During any given SEMESTER (Summer Sessions I and II count as one semester) regardless of the number of clinical courses in that semester, any student who misses more than one clinical day is required to make up the absence(s) through negotiation with the clinical faculty member and the respective Course Coordinator (see policy regarding payment for clinical makeup).

Students who miss more than two days in a six (6) credit course and more than three days in an eight (8) credit course will be subject to review by the respective Course Coordinator and/or Program Chair and may be required to withdraw from the course.

Cancellation of Clinical Experience by Faculty
If clinical faculty provides options for clinical makeup and the student does not attend the alternative clinical option, she/he is responsible for arranging clinical makeup with the clinical faculty member per the Absences in Supervised Clinical Placements.

Payment for Clinical Make-Up
Arrangements for clinical make-up days at the pre-licensure level are made between chairperson, faculty and student. The student will be charged $400.00 per clinical day.

Examination Schedule
Final examinations for evening courses held in the fall and spring are scheduled by the Registrar and will be posted in the Nursing Office. Summer session final examinations are held on the last day/night of class. All classes and clinicals must be made up if missed. Faculty shall determine the nature of make-up assignments.

Time Limit for Degree Completion
All requirements for the degree must be completed within seven years of the date of completion of the first course applied toward the degree.

Withdrawal/Leave of Absence
A student wishing to withdraw from the College must request information regarding the College’s policy for withdrawal/leave of absence and submit a letter including her/his reasons for withdrawal to the Dean School of Nursing, Science and Health Professions.

CLEP
Students may use the CLEP exam to fulfill undergraduate liberal arts and sciences courses with advisor approval. All CLEP exams must be completed prior to the award of the Bachelor’s degree.

Criminal Offender Records Information (CORI) Checks
CORI checks are completed for all students on matriculation into the nursing program. Agencies may require students to update the CORI check prior to participation in an educational experience. An agency may refuse to accept a student as a result of a CORI check, and Regis College assumes no obligation to locate an alternative site and cannot guarantee the completion of degree requirements. If the agency does not pay for the CORI check, the student must assume this expense.
NCLEX Eligibility
In order to be eligible to apply for the NCLEX, a student must have successfully completed all courses within the baccalaureate-level curriculum with a cumulative GPA of 3.0.

Disciplinary Warning
A student is placed on disciplinary warning when classroom or clinical conduct, pattern of tardiness or unsafe clinical practice may make it inadvisable for the student to remain in the program.

The faculty member intending to place a student on disciplinary warning will confer with the level coordinator and/or chairperson prior to issuing the disciplinary warning. The Assistant Dean for Nursing will be informed of all disciplinary warnings before they are issued. The faculty member will have a conference with the student who is being placed on disciplinary warning.

The Assistant Dean for Nursing, the faculty member issuing the warning and the student will sign copies of the Disciplinary Warning. An original copy of the Disciplinary Warning will be retained in the student record, and copies will be distributed to the student, Dean and Assistant Dean, School of Nursing, Science and Health Professions, Program Chairperson and Student Records Coordinator. Disciplinary warning notices are removed from a student’s record when the student successfully completes the program.

Discipline
The faculty reserves the right to discipline, with or without a Disciplinary Warning, any student whose conduct, pattern of tardiness/absenteeism, or unsafe clinical practice makes it inadvisable for the student to remain in the program.

The Admission, Retention and Progression Committee (ARPC) will make decisions regarding status of a student; however, the Dean, School of Nursing, Science & Health Professions has the authority to make an executive decision in any case when the situation warrants an immediate response. The discipline process follows established College policy.

Medication Competency Test/Generic Master’s Clinical Courses
A Medication Competency Exam (MCE) is administered in NU 624. Students will be allowed three opportunities to pass this exam. If, after the third attempt, the student has not passed the exam he/she will receive a failing grade for the clinical component of the course and therefore will fail the course. The passing score is 90 percent for each test.

After NU 624 each pre-licensure student enrolled in a clinical nursing course is required to take and pass the MCE prior to the start of each semester. Students will be allowed two retakes. Students who do not pass the MCE are not allowed to progress into any clinical nursing course that semester. Students will have one opportunity to demonstrate medication competency prior to the next time the course(s) is (are) offered, following the above outlined procedure. Revised August 2009.

Retention Policies
Disciplinary Action by State Board of Registration in Nursing
In the event that the Massachusetts State Board of Registration in Nursing disciplines a student with probation, voluntary surrender, or revocation of nursing licensure, the student will automatically be terminated from the Nursing program.

Minimum Grade and Failure of a Graduate Course
Students must achieve a minimum grade of B- in all 600-numbered graduate courses. If a graduate student fails a course, it may be repeated with the requirement that a grade of B- or better be achieved. Students are allowed only one failure in the MS program.
Students Who Fail a Course
Students who fail either the class or clinical component of a course and are eligible to retake that course must retake the entire course including both class and clinical.

Application for Readmission for Students Who Fail Two Courses in the Graduate Nursing Program
Criteria for application for readmission after dismissal from a Graduate program. Application for readmission will be considered if:
A student has had no more than two course failures in graduate courses. (In other words, a student may only be readmitted once.)

Readmission will occur no sooner than one year after the start of the term in which the student’s performance led to dismissal. (For example, a student who was dismissed after failing a course in the spring semester, may apply for readmission so that the course can be repeated the following spring.)

Credit for Courses and Duration of Graduate Program
Readmitted nursing students are subject to the relevant validation policy.
If readmitted, the student will receive credit for SNSHP graduate courses passed before the dismissal. The student may get transfer credit for graduate courses taken after the dismissal at other universities, subject to the Regis College Graduate Transfer Credit Policy. (No more than two courses (six credits) in total may be transferred, whether taken prior to or after the dismissal.)
The duration of the graduate program is subject to the General Graduate Policy in the Academic Catalog. (All requirements for the master’s degree must be completed within five years for programs requiring less than 37 credits. Programs requiring 37 or more credits must be completed within seven years.) The duration is counted from the start of the first course applied to meet degree requirements.

Process for application for readmission to the Graduate Program
The applicant will:
Complete and submit a new application;
Submit two new letters for reference;
Submit a written personal statement that addresses:
- Factors/issues that interfered with the student’s previous effort to succeed in the SNSHP graduate program;
- Steps the applicant has taken to ensure future success in the nursing graduate program.
Interview with the Graduate Program Chairperson.

Curriculum Policies
Advanced Placement for Clinical Pharmacology I
Registered nurses in the Graduate and Certificate Nurse Practitioner and CNS Tracks have the opportunity to take an advanced placement test in fulfillment of the Clinical Pharmacology I course.

Students will receive the current course outline and course handouts developed by the member of the faculty when they register. Registration deadline is prior to the semester when the student plans to advance place.

Students must achieve an 80 percent on the Advanced Placement exam. Students must contact the Chair of the Post Licensure program to register for the examination. The cost of the advanced placement examination is half the price of the course. Students who fail the test must take the Clinical Pharmacology I course at the current tuition rate. The examination is offered on the same evening that the final exam is given.
Selection of Clinical Preceptors

Selection of clinical preceptors for all program tracks is a collaborative process between the Placement Coordinator and the student. Students are expected to actively network and draw on their own resources as well as those of the college in securing their clinical placements. The decision regarding the appropriateness of a clinical placement rests with the Director of the Program. If the student declines a placement arranged by the Coordinator, the student is responsible to obtain an approved placement. If a nurse practitioner student chooses to take a leave of absence prior to the primary care clinical sequence, he or she may be asked to have his or her clinical placements secured prior to re-entry.

Transfer Credit

A maximum of six credits may be transferred from a graduate program of another accredited college or university if the grade is B- or higher. The dean, or appropriate program chair of the School of Nursing, Science and Health Professions, will evaluate requests for acceptance of transfer credit.

Courses at Other Institutions

Once students have matriculated into the graduate programs in Nursing, they cannot take required courses at any other institution without prior approval.

Policy for Student Request for Paper Re-Read

Students are to review comments and grading on papers that are submitted to them by faculty. If the student still feels the need for further review, she/he may submit a written petition to the course faculty within seven days of receiving a grade less than 80 for a second reading of the paper. The petitioner must have strong rationale for the request. The student may only request one re-read per course.

Students Using Regis College Students as Subjects

Any student who wants to use Regis College students as research subjects must submit a one-page proposal to the dean, School of Nursing, Science & Health Professions. The dean will confer with the Student Affairs regarding a decision when necessary. All research proposals must be submitted and approved by the Regis College Institutional Research Board.

Dress Code

All students must be properly attired in the clinical setting. Faculty will inform the students as to the acceptable attire for each agency and clinical experience. Attention must be given to fingernail length, hygiene, and jewelry as they affect client and student safety.

NU 304, 403, 404, 510

Electives

Students choose 3 electives (9 credits) according to their program focus with faculty advisement. Students choose from the following programs:

Education, Practice or Leadership

**COURSE DESCRIPTIONS**

**NU 304 Health Assessment in Nursing**

This course teaches the student to assess the health status of clients of any age in any setting. Students incorporate knowledge attained in the prerequisite courses, Introductory and Developmental Psychology, Sociology, Anatomy and Physiology, Chemistry, and Microbiology. The student learns verbal and non-verbal communication techniques used in obtaining a health history and the written communication techniques used in documenting the health assessment. Students acquire the basic psychomotor skills of inspection, palpation, percussion and auscultation necessary when performing a physical examination. The effects of age, gender, culture, religion, socioeconomic status, lifestyle, and adaptation are identified.
NU 403 Evidence for Nursing Practice
This course focuses on the translation of current evidence into nursing practice, including the identification of practice issues, appraisal and integration of evidence, and the evaluation of outcomes (AACN, 2008). Students develop the skills necessary for understanding, evaluating and applying evidence in transforming nursing practice. Activities include in-depth study of the research process as it relates to the critique and evaluation of research; the synthesis of nursing research in the development of a review of the literature; and the dissemination of research findings.

NU 404 Concepts and Challenges in Professional Practice
An introductory course for the registered nurse to explore the role of the professional nurse in the ever-changing health care system with a view to empowering and solidifying that role. Students explore the challenges and opportunities inherent in professional nursing including, but not limited to, advances in nursing practice and role development, the increased use of technology in practice, ethics and legal issues in practice, concepts critical to leadership and interdisciplinary collaboration, and the increasing role of theory and research in advancing the profession and providing quality, safe patient care. Activities include values clarification, portfolio development, seminar leadership, group activities, and/or on-line discussions.

NU 510 Community-Based Nursing
The role of the professional nurse in the primary level of health care is explored. Using client models, students implement the nursing process and adaptation model to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community assessment, communication, critical thinking and decision-making skills, teaching, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

NU 601 Nursing Theory
This course focuses on helping the beginning graduate student develop an appreciation of the various nursing theories. Emphasis will be on understanding the parts of the individual nursing theories and how they are applied to nursing practice.

NU 605 Concepts in Nursing Leadership
This course focuses on issues of role development in professional nursing. Using role theory, it will explore concepts of role mastery, congruence and conflict as well as the role of women in the organization context.

NU 607 Perioperative Nursing
This course is designed to introduce the learner to perioperative nursing concepts, principles, and skills associated with caring for perioperative patients. Participants will explore the operating room nurse’s role and responsibilities as a scrub nurse and 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. (Practice component.)

NU 613 Registered Nurse - First Assist
This course is designed to complement the perioperative nurse’s existing knowledge. The independent nursing skills and judgment, which are essential to RN First Assistant practice are emphasized. Participants will explore the role and responsibilities of the RNFA in its interdependent relationship with other members of the surgical team. While RN First Assistant behaviors in the preoperative and postoperative phases are presented, intraoperative behaviors unique to the RN First Assistant are stressed, including handling tissue, providing exposure, using instruments, suturing and providing hemostasis. Course content is based on the AORN’s Standards for Core Curriculum for the RN First Assistant, and grounded in the 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. Pre-requisite/Co-requisite: RNFA Didactic Course. Student must be an RN with a minimum of 2 years operating room experience and CNOR certified.

NU 617 Introduction to Human Lactation
This course is designed to introduce the learner to human lactation concepts, and the principles and skills associated with caring for breastfeeding families. Participants explore the lactation consultant’s role and responsibilities. Course content is based on the standards and recommended practices established by the International Lactation Consultant Association (ILCA). Topics will include physical assessment, breastfeeding physiology, nutritional issues, interventions of ineffective feeding, pharmacokinetics in lactation, counseling techniques, ethical/legal considerations, and professionalism. The curriculum content is applicable to health professionals working in any facility or location.

NU 618 Health Policy
The course focuses on current national, state, and/or local health policy issues and reform options. Students are introduced to the arena of health policy implementation in the United States. Students have field experiences in the health policy legislative process and develop written testimony regarding a health policy issue of individual interest.

NU 620 Clinical Pharmacology I
This is the first of two courses required for students in the Nurse Practitioner Advanced Clinical Practice Graduate Program. Course content will cover pharmacologic interventions for disease categories based on a systems approach. Life span differences regarding drug therapy and clinical decision-making will be addressed.

NU 623 Regulatory Issues in Nursing Leadership
Utilizing current nursing research and evolving health care trends, students will elect to specialize in the area of administration in critical care or gerontology. The students will analyze examples of current issues relating to the health care delivery systems that impact on practice in the specialty areas. (Practice component.)

NU 624 Professional Nursing
This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing health care system. It focuses on the acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice as well as classroom content.

NU 625 Acute Care Nursing
This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, biopsychosocial needs of clients with acute multi-system problems and their families. Using a case study approach, the student examines the complex interrelationships between the client/family, the health care system and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute/critical care setting.

NU 626 Acute Care Nursing of the Child
This course focuses on the secondary level of health care, specifically examining the biopsychosocial needs of children and their families with acute multi-system health problems. Taken concurrently with NU 625 Acute Care Nursing, it helps the student develop a lifespan perspective to acute care while allowing an in-depth exploration of the special needs and problems of the acutely ill child and the family in the acute care setting.

NU 627 Clinical Mentorship
Based on the student’s individual professional goals, the student will elect to specialize in the areas of critical care or gerontology. Under the guidance of a mentor, the student will apply nursing, management, and role theories in the health care setting. (Practice component.)

NU 630 Advanced Nursing Research
This course builds on previous research experience. Students will develop an individual research proposal for implementation. The content of the course will incorporate a review of research and statistical methods.

NU 632 Family Health Nursing
This course focuses on the adaptation of the family during childbearing. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. Selected clinical experiences in maternal-newborn settings help the learner begin to develop critical thinking skills and competence in family health nursing.

NU 633 Psychiatric Mental Health Nursing
This course focuses on the role of the professional nurse in the 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 interven-
tion strategies. Selected clinical experiences in a vari-
ety of health care settings facilitate the development
of knowledge and skill.

NU 635 Complementary Therapies and the
Nurse
This course provides an objective introductory per-
spective on the newly emerging field of Complemen-
tary/Alternative Modalities (CAM). It examines the
traditional, biomedical, and nursing theoretical bases
for CAM. It offers empirical evidence that will allow
the nurse to act as a teacher and advocate for the
client as well as to assume a leadership and manage-
ment 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 640 Community Health Nursing
The role of the professional nurse in the primary
level of health care is explored. Using client models,
the nursing process and adaptation model help to
plan therapeutic nursing interventions for individu-
als, families and the community.

NU 641 Advanced Clinical Pharmacology II
This course is the second of two courses required
for students in the Nurse Practitioner Advanced
Clinical Practice Graduate Program. Course content
addresses pharmacologic interventions for disease
categories and expands the foundation nurse practi-
tioners must have in pharmacotherapeutics.

NU 642 Management Concepts in Advanced
Practice
This course is organized around the four major man-
agement functions of planning, organizing, directing
and controlling. Management theory is presented
as a framework for understanding the management
functions of nurses in advanced practice. This course
delineates the responsibilities and role of the ad-
vanced practice nurse in relation to administrative
practice, the organization and organized health care
services. The responsibilities of the clinical nurse as
manager, resource person, communicator, collabo-
rator and person responsible for ensuring effective
primary care are integral components of this course.

NU 643 Advanced Psychopharmacology
This course focuses on developing knowledge and
skill in the safe and effective use of medication for
psychiatric mental health problems in the adult and
geriatric populations. The curriculum integrates
knowledge from previous courses such as pharma-
cology, pathophysiology and health assessment. The
curriculum complements Primary Care Adult/Ge-
rieric Psychiatric Mental Health. Course content
addresses psychopharmacological interventions for
disease categories and expands the foundation in
psychopharmacotherapeutics necessary for nurse
practitioners in clinical practice. This course is de-
signed to prepare students for the role of prescriber
based on national guidelines and evidence based
practice.

NU 645 Complex Care Nursing
In this synthesis course, students analyze the cul-
tural, spiritual, biopsychosocial needs of clients and
their families who face complex multi-system health
problems across the wellness-illness trajectory, with
a focus on the transition from acute care to rehabilita-
tion 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 ad-
aptation, 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 650 Advanced Health Assessment in Nursing
This course builds upon previous skills acquired in
Health Assessment. Assessment includes in-depth
history taking, physical examination techniques, and
data analysis appropriate to all age groups. Clinical
application is an ongoing requirement of the course
with faculty support in a laboratory setting.

NU 652 Advanced Pediatric Health Assessment
This course builds upon previous skills acquired in
Health Assessment. Advanced Pediatric Health As-
essment will develop in-depth skills in the collection
of a pediatric health history. It will develop advanced
pediatric physical assessment skills in the perfor-
mance of examinations on pediatric and adolescent
clients. Emphasis will be on the uniqueness of the
pediatric client. The course will include clinical ap-
plication through a pediatric laboratory experience
in order to maximize the student’s clinical skills.

NU 661 Care of the Childbearing Woman
This course integrates concepts from courses in
pharmacology, pathophysiology, and health assess-
ment with nursing theory, process, and research. It
fosters development of skills in assessment, problem
identification in decision-making and clinical man-
agement of obstetrical client through childbearing
process. Discussions focus on health promotion,
organizational issues, access to care, and advanced
professional practice as they relate to the obstetrical
client. Classroom learning is applied in supervised
clinical preceptorship experiences associated with
NU 664A/B/D or NU 665 A/B/D.

NU 664A Primary Care of the Child I
This course integrates concepts from concurrent
courses in pharmacology, pathophysiology, and
health assessment with nursing theory, process, and
research. It will foster development of skills in de-
cision-making and clinical management of children.
Discussions will focus on issues of health, policy,
organizational issues, access to care, and advanced
professional practice as they relate to the pediatric client. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664B Primary Care of the Family I
This course integrates concepts from the concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision-making and clinical management of families through the life cycle. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 664C Primary Care of the Psychiatric Mental Health Client I
The focus of this course is developing knowledge and skill in the assessment and diagnosis of psychiatric mental health problems in the adult population. 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 chronically mentally ill are also emphasized.

NU 664D Primary Care of the Woman I
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision-making and clinical management of Women’s Health issues. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to Women’s health. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 665A Primary Care of the Child II
This is the second course in primary care of the child. This course continues the development of skills in decision-making and clinical management of children.

NU 665B Primary Care of the Family II
This is the second course in primary care of the family. This course continues the development of skills in decision-making and clinical management of families through the life cycle.

NU 665C Primary Care of the Psychiatric Mental Health Client II
Nurse practitioner students will continue to develop knowledge and skill in the assessment and diagnosis of mental health problems in adults. In depth study of geriatric mental health problems, such as mood disorders, dementia, and delirium, will prepare students to work with this complex population upon graduation.

NU 665D Primary Care of the Woman II
This course 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 Women’s health issues. Discussions on health promotion, policy, organizational issues, access to care, and advanced professional practice as they relate to Women’s health. Classroom learning is applied in supervised clinical preceptorship experiences.

NU 668 Roles and Issues in Advanced Practice in Advanced Practice
The course focuses on the role of the advanced practice nurse emphasizing practice, research, financing, organizational and public policy issues related to primary care practice. In a seminar format, group discussion focuses on current and projected trends in primary care practice as they affect nurses in advanced practice.

NU 669 Family Systems Theory
This graduate level course provides knowledge of family dynamics during various stages of development. Gender and generational differences are addressed. The course is designed to enhance psychosocial assessment skills for clinicians working in health and/or human service settings.

NU 670 Seminar in Teaching and Learning for Nurse Educators
An overview of various components involved in the dynamic of teaching/learning: Philosophy, educational psychology, curriculum, methodology, evaluation, and assessment. Emphasis is placed on the development of the nurse educator as a reflective practitioner. Discussion of social, ethical, legal, and professional issues related to current and future student populations.

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

NU 710 Informatics in Health Care
Informatics in Health Care explores the background and theory of nursing and health care information systems. Strategies are examined for analyzing, designing/developing, implementing, and evaluating information systems for health care
professionals and consumers with an emphasis on improving the quality of care delivery. Content and projects are applicable to advanced practice nurses, nurse educators and researchers, nurse leaders, executives and other health care professionals.

NU 713 Advanced Epidemiology and Biostatistics
Using the quantitative science of epidemiology and biostatistics, the course examines the basis for identification and analysis of factors that promote and inhibit the health of populations. The course includes the history and methods of epidemiology, contemporary public health issues as well as selected biostatistics. Epidemiological methods and biostatistics are applied to nursing practice, leadership, education and research.

NU 716 Culture and Health Perspectives
This course focuses on the complexities inherent in the culture and health interface and how these variable influence quality health care in the context of the American health care system. Frameworks, theories, and models that explore culture and health, generally, and among selected populations, specifically, are identified. Within a cross-cultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership or research positions.

NU 722 Quantitative Research Methods For Evidenced-Based Practice
This course provides the learner with an in-depth analysis of advanced quantitative research methods used in nursing and health care research. Focus is placed on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytic models. Learners use critical thinking skills to analyze quantitative methods as a framework for making decisions regarding clinical problems. Selected statistical models will be discussed in order to summarize and examine research data within the decision-making framework. Content will be applied to actual clinical problems.

NU 725 Qualitative Research Methods for Evidence-Based Practice
Students are provided with an in-depth analysis of advanced qualitative research methods used in nursing and health care research. Focus will be on the following topics: research designs, sampling methods, data collection strategies, instrument selection and analytical models. Students use critical thinking skills to analyze qualitative methods as a framework for making decisions regarding clinical problems. Exploration of a variety of models used for data analysis will be discussed in order to summarize and examine research data within the decision-making framework. Course content will be applied to application of actual clinical problems.

NU 730 Doctoral Thesis Seminar I
This seminar is a collaborative endeavor among the learner, peers, and faculty. Two major foci of the seminar are the development and refinement of the thesis proposal from problem identification through methodology and the planning and implementation of the methodology.

NU 734 Doctoral Thesis Seminar II
This seminar is a collaborative endeavor among the learner, peers, and faculty. The major focus of the seminar is on data analysis, interpretation and written completion of the thesis project.

NU 738 Application of Nursing Science
The Capstone Mentorship “Application of Nursing Science” is a self-designed synthesis course where DNP candidates, with doctoral faculty advisement, elect an advanced practice experience that complements and enhances their selected advanced practice focus.

BI 612 Advanced Pathophysiology
This course will provide an in-depth study in the concepts of the science of pathology for graduate nursing students. It will cover the physiological causes and development of diseases, functional and secondary changes they cause, and their course, complications, and appropriate treatments. Specific examples of disease states throughout the life span will be evaluated. The course will treat all levels of pathology from molecular to cellular, tissue, organ, and organ systems, emphasizing the role of homeostasis and the ensuing disturbances, which lead to disease conditions.

ED 620 Instructional Methods and Curriculum Design in Nursing Education
An analysis of various instructional models/methods and their application to the design of curricula in educational settings to create positive learning environments. Models are discussed in light of course content, objectives, goals, and current research. Focus on problem solving common teaching/learning situations and the relationship between theory and practice.

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

HP 622Economics of Health Care
This course is an introduction to health care economics, the study of how resources are allocated to and within the health economy. The class will introduce basic microeconomic concepts and theo-
ries of supply and demand in the health care marketplace, including: the equilibrium between price and production, the rationality of consumer behavior and market elasticities. The focus of the course will be on how health economic theory can be used to explain the intricacies of health policy and care delivery in terms of cost, quality and access. In particular, we will examine the features of the health care market that distinguish it from other market industries comprising the GNP and GDP.

SPANISH GRADUATE COURSE DESCRIPTIONS

SP 501, 502 Reading Seminar
A detailed study of the evolution of literature in Spanish from the Middle Ages through the seventeenth century. Intensive study of the life and works of outstanding authors of each period. Second semester: (SP 502) focus on Don Quijote.

SP 507 Theatre: From the Golden Age to the Present
An examination of theatre: Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others.

SP 508 Spanish Writers of the Nineteenth Century
This course will introduce you to the most famous literature from Nineteenth Century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. You should plan to read stories by the satirist Larra, love poetry by the romantic Bécquer, novels by the superb writer Galdós. A Don Juan play by the dramatist Zorrilla, stories by the woman writer Pardo Bazán, and other writings from that century. The readings will be discussed and analyzed along with multi-media presentations relevant to the course.

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

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

SP 518 Spanish Literature from Twentieth Century to the Present
In this course, we will examine recent Spanish literature in its various genres (novel, short story, poetry, and drama) from the twentieth century to the present. Famous writers such as Lorca, Guillén, Salinas, Matute, Delibes, Machado, Alberti, Unamuno, Goytisolo, Cela, Fuertes, Martin Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined.

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

SP 601 Coordinating Seminar
This course focuses on the development of the fantastic genre in Latin American short fiction. Readings include the works of precursors of the genre in the 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.

SP 602 Senior Coordinating Seminar
This course focuses on women writers from Latin America. Students engage in research of a specific topic of study, which becomes the focus of analysis of poetry, short stories, novels, and/or essays by women writers. Students are exposed to the latest theoretical trends in literary criticism.
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