REGIS

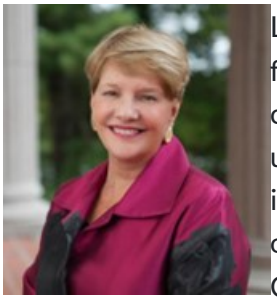
Regis College

AY25-26 Spring Addendum - Spring 2026

AY25-26 Spring Addendum - Spring 2026 1
President’s Message 4
Mission Statement 5
Visiting Regis 6
Regis at a Glance 7
History of Regis College 9
About Us 11
The Regis Pathways of Achievement 14
Regis Facilities and Services 19
Regis College Library 23
Regis North 24
Academic Support Services 25
Division of Undergraduate Student Affairs 31
Administrative Council 36
Board of Trustees 38
General University Policies and Procedures 39
About Us 59
Graduate Policies and Procedures 62
Family Educational Rights and Privacy Act of 1974 (FERPA) 66
Academic Standing 69
Academic Honors 78
Undergraduate Admission 81
Graduate Admission 88
Financial Aid for Undergraduate Students 91
Financial Aid for Graduate Students 94
Financial Information for Undergraduate Students 95
Financial Information for Graduate and Institution for Advancing Studies Students 100
Special Undergraduate Programs and Opportunities 104
Undergraduate Programs General Information 108
The School of Arts and Sciences 112
The Sloan School of Business and Communication 113
The School Health Sciences 114
The Richard and Sheila Young School of Nursing 115
Theresa Wood Lavine Division of Professional Studies 116
Associate Degree Programs in Partnership with Lawrence Memorial Hospital 124
Faculty 126
Emeriti 148
Applied Behav. Analysis Department 152
Communications Department 154
Counseling Programs Department 156
Dental Hygiene Department 157
Education Department 160
General Education Department 163

Global Business Management Department 164
Health & Fitness Studies Department 167
Health Administration Department 170
Health Sciences Department 171
Humanities Department 172
Medical Imaging Department 179
Neuroscience Department 182
Nursing Department 183
Occupational Therapy Department 187
Online Programs M.S. A.B.A Department 189
Online Programs: Accountancy Department 190
Online Programs: Nursing Department 191
Psychology Department 196
Public Health Department 197
Regulatory & Clinical Resr Mgt Department 198
STEM Department 200
Social Work Department 204
All Programs 206
All Courses 595
Course Sets 1862

President's Message



Like our courageous founders, the Sisters of St. Joseph of Boston, Regis faculty and staff strive for excellence and are committed to supporting students throughout their journey to build confidence and character; and prepare them for meaningful careers. With 3,000 undergraduate, graduate, doctoral, and professional studies students enrolled on campus and in fully online programs, Regis provides an academically rigorous education within the schools of nursing, arts and sciences, business and communication, and health sciences. Complementing the university's mission of providing access to innovative, industry-focused learning opportunities, Regis offers strategic academic partnerships with organizations around the country; and through the Division of Professional Studies, bachelor's completion, accelerated, and certificate programs to accommodate all types of students.

Regis educates the whole person, preparing students to pursue excellence, to become change agents in their own communities, and to serve and lead as advocates for a more just and compassionate global society. This is one of many ways that students Rise at Regis. We remain steadfast in our longstanding commitment to foster an inclusive, equitable, and welcoming Regis community where students find their voice and passion. We continue to build upon our commitment to make meaningful institutional change and better the experience for marginalized students, faculty, and staff.

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

Regis looks forward to teaching, learning, and advancing its students as they Rise at Regis in pursuit of their professional and personal growth, guided by faculty and staff who are committed to their success.

Welcome!

Mission Statement

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

Regis College
235 Wellesley Street
Weston, MA 02493

Visiting Regis

The website address is regiscollege.edu. For complete directions to Regis College locations, as well as campus and local area maps, please see the end of this catalog.

Undergraduate Students

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

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

Graduate Students

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

Theresa Wood Lavine Division of Professional Studies

The Theresa Wood Lavine Division of Professional Studies at Regis College offers fully online bachelor's degree completion programs and opportunities to earn certificates in several healthcare and information technology disciplines. Whether you want to finish the degree program you started or seek credentials to advance your career, Regis has a wide range of programs to choose from.

Lawrence Memorial/Regis College

Students interested in the Lawrence Memorial/Regis College (LMRC) associate degree program in Radiography should contact LMRC directly at 781.306.6600. This program is administered on Lawrence Memorial Hospital's campus at 170 Governors Avenue, Medford, MA 02155. No new students are being admitted into the LMH Radiography program. Students in the AS in Nursing program should reach out Academic Affairs at Regis College.

Regis North

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

Regis at a Glance

REGIS at a GLANCE



5
SCHOOLS/DIVISIONS
School of Arts and Sciences
Sloane School of Business and Communication
School of Health Sciences
Young School of Nursing
Wood Lavine Division of Professional Studies

30+
UNDERGRADUATE & BACHELOR COMPLETION PROGRAMS

29
GRADUATE & DOCTORAL PROGRAMS

2,700
STUDENTS
UNDERGRADUATE, GRADUATE, AND DOCTORAL

95%
STUDENTS EMPLOYED FULL-TIME OR ENROLLED IN GRADUATE SCHOOL WITHIN SIX MONTHS OF GRADUATION (5-YEAR AVERAGE)

100%
OF INCOMING STUDENTS RECEIVED A MERIT SCHOLARSHIP OR NEED-BASED AWARD FROM THE UNIVERSITY (FALL 2023)

35%
STUDENTS OF COLOR*

STUDENTS FROM

50
STATES

9
COUNTRIES

GLOBAL CONNECTIONS

Recent Education Abroad & International Service-Learning Locations include:

- Chile
- Dominican Republic
- England
- France
- Germany
- Hungary
- Ireland
- Italy
- Jamaica
- New Zealand
- Netherlands
- Northern Ireland
- South Korea
- Spain

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

235 Wellesley Street, Weston, MA 02493 | **regiscollege.edu**





Mascot: **PRIDE**
Colors: **CRIMSON & GOLD**
Conference: **GNAC**
(Great Northeast Athletic Conference)

40
CHAMPIONSHIPS WON

19
NCAA DIVISION III TEAMS

ON-SITE, HYBRID, AND FULLY ONLINE PROGRAMS

13
REGIS FAST TRACK PROGRAMS

30+
CLUBS & ORGANIZATIONS

55%
FIRST-YEAR FIRST-GENERATION UNDERGRADUATE STUDENTS (FALL 2023)

100+
EDUCATIONAL PARTNERSHIPS

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

FOUNDED 1927
BY THE SISTERS OF ST. JOSEPH OF BOSTON
Private, Non-Profit University

COED SINCE 2007

YELLOW RIBBON SCHOOL DESIGNATED GOLD MILITARY FRIENDLY INSTITUTION

9:1
AVERAGE UNDERGRADUATE STUDENT-TO-FACULTY RATIO

20k+
ALUMNI COMMUNITY

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

updated: 4/19/2024

RegisCollegeMA RegisCollege_MA regis_ma

REGIS

History of Regis College

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

When Regis formally opened on September 21, 1927, it began meeting the urgent need of a Catholic college for women that would offer the facilities and advantages of higher education to both resident and non-resident students. During the 1970s, Regis began granting graduate degrees.

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

In the first decade of this century, Regis continued to pursue a journey of transformation. In 2008, the Regis faculty strengthened the core curriculum by embracing the liberal arts foundation of all its academic programs. For three consecutive terms, Regis was named a Center of Excellence in Nursing Education by the National League of Nursing. It was one of the first nursing programs in New England to receive that designation.

Additionally, since 2008 Regis has leveraged its expertise in nursing to create a unique international faculty partnership initiative to educate nursing faculty in Haiti. The university has graduated 37 core nursing faculty and clinical practitioners with a master's degree in nursing, thus making impactful contributions to improving public health in that country.

During 2014-2015, a new residence hall wing, a new quad, and a renovated learning commons/library was constructed. In 2015, a satellite campus, Regis North, was launched in Lawrence to bring educational and professional opportunities to residents of Merrimack Valley through flexible, convenient bachelor degree completion programs in nursing, public health, and marketing and communications. In the fall of 2017, Regis joined the Great Northeast Athletic Conference and twenty teams advanced to GNAC post-season competition in the first year of membership.

In 2017, Regis embarked on a new strategic initiative by offering its first fully online programs. Now with a dozen online programs, Regis' reach has expanded the globe. Regis opened the Dental Center in Waltham in 2019, a high-tech educational facility that serves as the clinical home for the university's dental hygiene program. Noting systemic workforce development challenges in the region, the university established the Wood Levine Division of Professional Studies, providing students capabilities and skills to fill in-demand job vacancies across the region's health care and information technology sectors through certificate and bachelor completion programs. An ambitious vision for the future is provided in One Pride, Many Voices: Owning Our Future, a strategic plan for 2022-2025 with institutional priorities of equity, innovation and investment, and empowerment. That future is filled with growth as Regis continues to transform for undergraduate, graduate, doctoral and students seeking certificates.

The transformative work of the university has been recognized by several independent organizations. For example, the university is a *U.S. News and World Report* 50 Best Regional Universities in the North Region, Top 40 Performer for Social Mobility, and Top 50 Best College for Veterans; Military Friendly School Gold Status; a Princeton Review Best Northeastern College and Top Online Nursing Program; and recognized in the *I'm First! Guide to College* for its Commitment to First-Generation Student Success, among other accolades.

About Us

A comprehensive university in greater Boston founded by the Sisters of St. Joseph of Boston nearly a century ago, Regis College challenges, inspires, and supports students who are driven by passion, purpose, and a pursuit to positively impact the world within a learning community that embraces inclusivity and innovation and builds strong character, confidence, and careers. Regis is a coeducational institution offering undergraduate and graduate programs leading to associate, baccalaureate, master, and doctoral degrees.

Admission

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

Accreditation

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

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

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

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

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

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

Applied Behavior Analysis (Weston)

Master degree program accreditation awarded by the Association for Behavior Analysis International Accreditation Board.

Applied Behavior Analysis International
550 W. Centre Avenue
Portage, MI 49024

Applied Behavior Analysis (Online)

Master degree program accreditation awarded by the Association for Behavior Analysis International Accreditation Board.

Applied Behavior Analysis International
550 W. Centre Avenue
Portage, MI 49024

Business Management

The BA in Global Business Management is accredited by the Accreditation Council for Business Schools and Programs ACBSP:

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

Dental Hygiene

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

The Commission on Dental Accreditation
211 E. Chicago Avenue
Chicago, IL 60611
Phone: 312.440.4653

Diagnostic Medical Sonography

The Diagnostic Medical Sonography program at Regis College is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Joint Commission on Education in Diagnostic Medical Sonography (JRC-DMS):

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

Education

The Early Childhood Education, Elementary, Secondary Education (English and History), and Moderate Special Needs Programs have been approved for Interstate Certification and meet the standards of the Interstate Certification Compact/National Association of State Directors of Teacher Education and Certification.

Nuclear Medicine

The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT):

Joint Review Committee on Educational Programs in Nuclear Medicine Technology
820 W Danforth Rd, #B1
Edmond, OK 73003

Nursing

The Nursing Programs are accredited by the Accreditation Commission for Education in Nursing (ACEN); formerly National League for Nursing Accrediting Commission:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road, NE, Suite 1400
Atlanta, GA 30326
Phone: 404.975.5000

Occupational Therapy

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

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

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

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

Radiography

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

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: 312.704.5300

Social Work

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

Speech-Language Pathology

The Master of Science (MS) education program in speech-language pathology (residential) at Regis College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, located at:

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

Sport Management

The sport management degree program at Regis College has received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, Colorado, USA. The sport management program in the following degree is accredited by COSMA:

• Bachelor of Science in Sport Management"

The Regis Pathways of Achievement

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

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

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

The School of Arts and Sciences

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

Undergraduate Degrees

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

Minors

- Art
- Biology
- Biomedical Engineering
- Criminal Justice
- Cybersecurity
- English
- Environmental Sustainability
- History
- International Relations
- Laboratory Operations Management
- Music
- Political Science
- Religious Studies

- Sociology
- Spanish
- Theatre
- Writing
- Women's Studies

Graduate Degrees

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

Certificates

- Advanced Spanish for Health Sciences
- Teaching Special Education with add-on license
- Teaching Elementary

The Sloane School of Business and Communication

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

Undergraduate Degrees

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

Minors

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

Graduate Degrees

- Master of Arts in Strategic Communication

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

Certificates

- Financial Planning
- Digital Marketing
- Supply Chain Management

The School of Health Sciences

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

Undergraduate Degrees

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

Minors

- Athletic Coaching
- Communication Sciences and Disorders
- Exercise Science
- Inclusive Recreation
- Neuroscience
- Nutrition
- Psychology
- Public Health
- Social Work
- Sport Management

Graduate Degrees

- Master of Arts in Counseling
- Master of Arts in Mental Health Research and Leadership
- Master of Science in Applied Behavior Analysis

- Master of Science in Health Administration
- Master of Science in Occupational Therapy
- Master of Public Health
- Master of Science in Regulatory and Clinical Research Management
- Master of Social Work
- Master of Science in Speech Language Pathology

The Richard and Sheila Young School of Nursing

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

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

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

Undergraduate Degrees

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

Graduate Degrees

- Master of Science in Nursing
- Doctor of Nursing Practice

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

- Applied Behavior Analysis
- Breast Imaging
- Gerontology
- Health Administration
- Heath Informatics
- Interventional Radiology
- Integrative Health
- Latin American Studies
- Medical Imaging
- Spanish for Health Sciences
- Nursing Leadership
- Perioperative Nursing
- Post-Master's Certificate in Nursing

- Post-Master's Certificate for APRNs with a master's degree in nursing
- Post-Doctorate Certificate for APRN's with a Clinical Doctorate in Nursing
- Healthcare Interdisciplinary Telehealth Graduate Certificate Program
- Transdisciplinary Addiction Professional Certificate Program
- Post-Doctorate Clinical Specialist Certificate for APRN's with a Clinical Doctorate in Nursing

Regis Facilities and Services

Athletic Facility

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

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

Bookstore

The Regis bookstore is an online bookstore for course material is powered by eCampus.

Office of Public Safety

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

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

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

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

Emergency Number: (Police/Fire/Medical) 781.768.7777
(Dial 7777 from any Regis phone)

Non-Emergency Number: 781.768.7111

Dining Service

Regis Dining Services provides quality, variety and convenience for the Regis community in four dining venues. The Student Center main dining hall offers all-you- care-to-eat service during breakfast, lunch, and dinner. Enjoy time with friends and use your meal plan here for great value and delicious meals. The Bistro at College Hall provides quick and healthy grab-and-go options for students who are on the go or taking evening classes. The Lower Student Center (LSC) is a popular retail grill featuring made-to-order grilled sandwiches and wraps, popular fried items like

chicken tenders, mozzarella sticks, or choose a fresh salad. No matter what, it's a great hang-out space during the day or evening. Dunkin' Donuts Express is located in the lobby of the Lorraine Tegan Learning Commons and offers gourmet coffee beverages, teas and bakery favorites. We make it easy for you to use our campus mobile ordering system to order ahead or to avoid lines at the LSC and Dunks locations.

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

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

Fine Arts Center

The Fine Arts Center provides the ideal setting for the integration of technology with an interdisciplinary approach to the study of art, music, drama, and dance. The centerpiece of the Fine Arts Center is the Eleanor Welch Casey Theatre, a 650-seat proscenium style theatre/concert hall. The 80-seat Patricia Teehan Sullivan Studio Theatre serves drama and dance classes, workshops, rehearsals, and performances. The Carney Gallery, an intimate room of 1,000 square feet, is located on the first floor just off the Lobby/Atrium and presents work by contemporary artists, as well as exhibitions curated by Regis students, faculty, and staff. The second floor of the Fine Arts Center houses the acoustically balanced choral room that accommodates a chorus of 65 voices, multiple practice rooms with instruments including a baby grand piano and drum set, and a keyboard classroom. The second floor is also the home of the Regis College Archives. The third floor includes a digital imaging instructional lab, studio space, and a small lecture hall. The technology available in this area allows students to produce digital designs and graphics for presentations and interactive publications, create works in traditional print media, and work with digital photography.

Center for Health and Wellness

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

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

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

Counseling Services

All Regis students are eligible for free mental health services, including individual counseling, group counseling, medication evaluation, and referral through the Regis College Counseling Center which is located in the Center for Health and Wellness.

Mental health professionals are on campus daily and services are available year-round. We also offer free nutritional counseling throughout the academic year to all students. On-campus appointments can be made by contacting the Center for Health and Wellness at 781.768.7290.

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

Information Technology Services

Information Technology Services (ITS) is committed to the integration and support of technology in every aspect of campus life. Accordingly, ITS provides campus-wide networking, communication, information services, and support. Regis' campus-wide network provides students, faculty, and staff with Internet access, email, IPTV cable service, access to library services, and web-based application services. ITS provides the following technology services to the Regis community:

- ITS Helpdesk
- Academic Computer Labs
- Internet Access (wired and wireless)
- Network services and storage
- Microsoft Office 365
- Audio Visual and Multimedia Services
- UniFlow Printing at multiple locations across campus
- Moodle Learning Management System
- Regis web applications
- Email
- Phone service
- IPTV cable service

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

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

Please visit SPIKE (the Student Portal for Information, Knowledge and Education) for links to academic applications and the public ITS page for additional information on ITS. Students are required to read and comply with the Technology Ethics and Privacy Agreement posted online.

Post Office

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

Transportation

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

Regis College Library

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

Currently the library holds thousands of books - and over 300,000 eBooks. There are 95 databases including Academic Search Complete, CINAHL Ultimate, Films on Demand (including the Nursing Collection), Medline Ultimate, PubMed and PubMed Central, UpToDate, PsycINFO Wiley Online Library, and many more. Regis students also have access to the collections of three local academic libraries and thirty-six public libraries, comprising over six million items. The materials in all formats are available from computers throughout the library, in other campus locations, and off campus 24/7 from the Regis Library homepage. The library has a book scan station, a fax machine, and copiers for student use. There are individual and group study spaces throughout the building.

During the academic year the Reference and Research Help Desk is staffed with librarians seven days per week. It is staffed five days per week during the summer sessions. The librarians provide both group and individual instruction to teach students to define their information needs; identify and select appropriate sources of information; evaluate these sources in terms of relevance, reliability, currency, and objectivity; and to ethically use information. Information Literacy classes and workshops are provided on a regular basis to all levels of the student population.

They also teach students skills and strategies for information seeking. The librarians are available in person, through Zoom, email, and by appointment.

Books and journal articles not owned by Regis Library may be requested through interlibrary loan.

Regis North

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

Academic Support Services

Academic Advising

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

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

- For graduate students, faculty advisors are matched with students based on their declared graduate program of study.
- Regis North students are assigned a faculty advisor upon acceptance and can meet with the director of Advising at any point for questions.
- Student services information for students enrolled in Lawrence Memorial/Regis College program in Radiography may be found on the Lawrence Memorial/Regis College website.

Library

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

Currently the library holds thousands of books - and over 300,000 eBooks. There are 69 databases including Academic Search Complete, CINAHL Ultimate, Cochrane Databases for Systematic Review, Films on Demand (including the Nursing Collection), Medline Ultimate, PubMed and PubMed Central, UpToDate, PsycARTICLES, Sage Journals Online, Wiley Online Library, and many more. Regis students also have access to the collections of three local academic libraries and 36 public libraries, comprising over six million items. The materials in all formats are available from computers throughout the library, in other campus locations, and off campus 24/7 from the Regis Library homepage. The library also has a book scan station, a fax machine, and copiers for student use. There are individual and group study spaces throughout the building.

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

The Lorraine Tegan Learning Commons

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

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

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

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

Office of Student Accessibility Services

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

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

International Student Services

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

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

Center for Internships and Career Development

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

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

Regis undergraduate students must complete at least one, and in some cases, two internships as a requirement for graduation. There is also an accompanying professional development seminar. Students must meet with their advisors to incorporate their internship(s) into their academic plans. (Nursing students complete clinical rotations, and education students use their student teaching to fulfill this requirement.) The CICD provides many resources to help students secure their internship and register for the professional development seminar. Students should visit the "How to Find an Internship" page on the Regis website for further information.

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

Graduate Career Services

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

Academic Computer Labs and Learning Spaces

Information Technology Services (ITS) maintains eleven computer labs throughout the campus for student use. There are three general purpose labs located in the Library and College Hall. The Library lab is open during normal Library hours. College Hall 133 and 135, immediately adjacent to the ITS Helpdesk, are available 24/7 - the doors may be locked after normal business hours but the Regis College Police Department can let students in (at their discretion). The remaining four labs are discipline-specific labs located in various centers on campus. The Fine Arts Center offers large screen Windows computers with Adobe Creative Suite and other software applications to support the Communication programs. SPSS, Mathematica, and other discipline- specific software is provided in designated labs. All lab computers have the Microsoft Office productivity suite that includes Word, Excel, and PowerPoint. The Maria Hall Extension learning space provides a flexible, learning space with HD cameras, touchscreen displays, projection, and ceiling microphones to enable collaboration and interaction with off-campus constituents, including guest lecturers.

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

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

Campus Network

The campus network provides access to campus applications and the Internet through both wired and wireless connectivity. Regis provides an extensive and robust wireless network for all campus building space on both the Weston campus and the Waltham Dental Center. The ubiquitous wireless coverage provides full wireless coverage across campus, including all classrooms, learning spaces, and residential halls. Exterior wireless service is provided to further enhance the "classroom without walls."

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

Faculty, staff, and students are responsible for reading and adhering to the Regis Technology Ethics and Privacy Agreement. Use of university technology accounts constitutes acceptance of the terms of the Technology Agreement.

Moodle LMS

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

Starfish

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

Regis Hub

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

Microsoft 365

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

Audio Visual and Multimedia Resources

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

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

Helpdesk

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

Dedicated Online Helpdesk

Regis students enrolled in fully online programs have a dedicated online helpdesk that is available 24/7.

The Pearl Nelson Education Resource Center

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

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

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

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

Affiliations with Health Care Facilities

The Regis Nursing and Health Sciences programs offer a wide variety of clinical experiences in world renowned health care settings. Regis nursing and health sciences students obtain enriching clinical experiences appropriate for their educational and professional goals. Students are placed in acute, sub-acute, and long-term care facilities; in homeless shelters; in elementary and secondary schools; and elderly and low-income housing. A preceptor experience is offered to nursing students in the final semester. Qualified nurse practitioner students can complete a portion of the clinical requirements in approved national or international settings.

Education Abroad

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

View and apply for programs.

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

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

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

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

Division of Undergraduate Student Affairs

The Division of Undergraduate Student Affairs is comprised of the following units: Departments of Academic Support Services, Athletics, Residence Life, and the Centers for Health and Wellness, Student Engagement, and Veterans and Military Connected Learners. The Associate Vice President of Undergraduate Student Affairs oversees the division.

Student Life

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

Residential Living

The Office of Residence Life is committed to fostering the development of all residential students as they engage as members of the Regis community. We seek to provide a safe and inclusive environment in which all are welcome without distinction. By living on campus, students will gain skills of communication, relationship building, and stewardship that will serve them in life beyond Regis. We are dedicated to the growth and development of the whole person in the context of the mission of Regis and the charism of the Sisters of St. Joseph of Boston.

Residence Life Staff

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

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

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

Students may access housing information using the online Adirondack Housing Portal at the "Office of Residence Life" page on the Regis College website.

Commuter Student Services

Regis provides an abundance of activities and support services for commuter students. The Center for Student Engagement plans social events and hosts a series of commuter luncheons throughout the year. Student lounge space can be found in the College Hall Foyer. Mailboxes are available to commuting students in the campus post office. Many commuters use the Regis shuttle, which provides regular transportation to Riverside Station and other scheduled destinations in the area. The "Getting Around" section of the MyRegis app provides the shuttle schedule and its current GPS location. Commuters are encouraged to take advantage of all that Regis has to offer.

Center for Ministry and Service

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

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

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

Office of Student Conduct

The Office of Student Conduct is centered on student learning through promotion of responsible and ethical behavior consistent with the Regis Student Code of Conduct, the Regis Mission and the Charism of the Sisters of St. Joseph of Boston. The Office of Student Conduct is committed to maintaining a community that is safe, secure and respectful of all without distinction. In addition, the office oversees the vast majority of sexual violence prevention education on campus. Students who feel they have been impacted by sexual violence may access the Office of Student Conduct for resources. To contact the Office of Student Conduct, please call 781.768.7050 or email student.affairs@regiscollege.edu.

Regis Statement on Sexual Violence and Title IX Resources

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

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

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

For more information contact:

Bridget Buoniconti, Title IX Coordinator
Phone: 781.768.7508
Email: mailto:bridget.buoniconti@regiscollege.edu

Sexual Harassment Grievance Procedures – Title IX

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

Department of Education using the contact information below:

Regis College Title IX Coordinator:
Bridget Buoniconti
Regis College
235 Wellesley Street
College Hall 201
Weston, MA 02493
Phone: 781.768.7508
Email: bridget.buoniconti@regiscollege.edu

U.S. Department of Education - Office for Civil Rights Boston Office
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Phone: 617.289.0111
Fax: 617.289.0150
Email: OCR.Boston@ed.gov

Social, Cultural, and Service Programs

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

The Sisters of St. Joseph practice the principle of serving the dear neighbor by serving the community, caring for those in need, and by promoting the spirit of welcoming all. This principle of serving the dear neighbor is woven into the fabric of the community and informs the Regis commitment to social justice, civic engagement, and community service. Guided by these values, Regis students, faculty, and staff organize and participate in a wide variety of community service and service-learning projects, both locally and globally.

Center for Student Engagement

Get involved! Whether organizing an alternative spring break service program or introducing students to the myriad cultural and social opportunities in greater Boston, the Center for Student Engagement strives to develop student leaders who serve and enhance their community. The Center includes full-time professional staff members devoted to working with students and student organizations to create innovative and engaging leadership, co-curricular, service, and social programming based on initiative, ownership, and continuous improvement.

Regis Student Organizations

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

- Active Minds
- African Student Association
- American Medical Student Association
- Asian American Pacific Islander Association
- Black Student Union
- Brain Sciences Association
- Caribbean Latin American Student Organization
- Creative Arts Club
- Dance Company
- Dental Hygiene Student Association
- Future Teacher Association
- Gender and Sexuality Alliance
- Glee Singers
- Haitian American Student Association
- Hemetera
- The Hidden Opponent
- LatinXcellence
- Mock Trial/Moot Court Club
- Multicultural Student Council
- Recreational Therapy Club
- Regis Herald
- Serving the Dear Neighbor Club
- Social Work Club
- Soul B-Ace
- Student Athlete Advisory Committee
- Student Business Association
- Student Government Association
- Student Nursing Association
- Student Occupational Therapy Association
- Theatre Club: Greater Company Players
- Women Empowerment Club
- Yearbook Club

Regis Bystander Committee

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

For more information contact:

Bridget Buoniconti, Title IX Coordinator
Phone: 781.768.7508
Email: bridget.buoniconti@regiscollege.edu

or

Ryan Moran, Bystander Committee Chair
Phone: 781.768.7452
Email: ryan.moran@regiscollege.edu

Athletic Programs

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

Men's Intercollegiate Varsity Teams

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

Women's Intercollegiate Varsity Teams

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

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

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President

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Assistant to the President for Special Projects

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Associate Provost for Institutional Assessment Accreditation and Research

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Dean, School of Arts and Sciences

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*Corporate Member

General University Policies and Procedures

Catalog and University Policies

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

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

The following policies are applicable to Regis baccalaureate and graduate students. Students enrolled in Lawrence Memorial/Regis College programs in Nursing and Radiography should refer to the Lawrence Memorial/Regis College catalogs or to their website.

Accreditation, State Regulation, and Complaints

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

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

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

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

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

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

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

Massachusetts Office of the Attorney General Consumer Advocacy and Response Division
One Ashburton Place, Eighteenth Floor
Boston, MA 02108
Complaint website

DHE's SARA-specific Complaint Procedure

For student complaints regarding distance learning programs.

Please visit this link for information about submitting complaints in other states.

Academic Assessment Statement

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

Academic Appeals

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

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

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

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

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

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

Academic Appeal Process

Step One: Written Appeal to the Course Instructor

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

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

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

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

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

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

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

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

Academic Integrity

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

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

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

- Misrepresenting as your own any material produced by a computer program or artificial intelligence website or service

Detection of Plagiarism

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

A student may be simultaneously subject to the Academic Integrity process described in this Academic Catalog and any process described in the relevant academic program handbook.

Reporting Academic Integrity Violations

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

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

Penalties for Academic Integrity Violations

Course Penalty: A Course Penalty generally affects a student's grade or participation in, or completion of an individual course and may include, but is not limited to: a failing grade on an assignment; redoing an assignment (which may or may not result in a new grade); completing training on academic integrity; or a failing grade in a course. Even though a Course Penalty is limited to an individual course, depending on the nature of a student's

academic program, it may also affect a student's overall standing in the academic program. For example, a Course Penalty that results in a failing grade in a course may impact a student's ability to remain in an academic program which has specific grade or GPA requirements.

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

Academic Integrity Appeals

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

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

The Office of Academic Affairs may reject an academic integrity appeal not based on one or more of the bases above. The original Course Penalty or School Penalty will remain in place pending the final outcome of an Academic Integrity Appeal.

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

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

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

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

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

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

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

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

First-Year English and Mathematics Placement

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

Application Reactivation (Undergraduate Students)

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

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

If the applicant has met one or more of the criteria, complete the Application Reactivation Form and submit to the Office of Admission. Please be advised that additional documentation may be required in order to render an admission decision. If additional information is required, an admission representative will contact the applicant. Submission of this form does not guarantee readmission, since a full review of the file must take place.

Application Reactivation (Graduate Students)

Applicants whose graduate applications for admission are more than one year old must inform the Office of Graduate Admission that they wish to be considered for admittance. Students looking to re-enroll may be asked to create an updated curriculum plan and meet with a faculty advisor. All graduate programs must be completed within seven (7) years.

Attendance

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

Auditing Courses (Students /Faculty)

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

Auditing Courses (Au Pairs)

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

Classroom Code of Conduct

The Regis College Student Code of Conduct, as defined in the most recent *Regis College Student Handbook*, "…applies to student and organization behavior that occurs on the university premises, at university sponsored/related activities, via the electronic network, learning management system, and to off-campus conduct that adversely affects the legitimate purposes, founding principles, mission and interests of Regis College." The Classroom Code of Conduct is designed to apply the principles of the Student Code of Conduct to the specific context of the classroom. The classroom is a learning community where every member shares an obligation and responsibility to foster attentiveness, courtesy, respectfulness, and meaningful dialogue.

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

The Classroom Code of Conduct is composed of the four principles below:

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

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

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

Violations of the Classroom Code of Conduct are not part of the student judicial system outlined in the *Regis College Student Handbook*. However, there may be incidents in which the judicial process applies; in these cases, the Vice Presidents of Academic Affairs and Student Affairs will determine the most appropriate course of action.

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

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

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

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

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

CLEP (College-Level Examination Program)

The College Level Examination Program (CLEP) enables students to earn college credit by examination. Students may take CLEP tests to demonstrate college-level competency no matter where or how this knowledge was acquired. By successfully completing a CLEP examination at or above the standard score determined by Regis,

students may earn academic credit for up to six (6) courses. The minimum score on a CLEP examination to receive credit at Regis is a 50. CLEP credit is considered as part of the allowance of transfer courses. Students must have approval from their academic advisor prior to registering for a CLEP exam.

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

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

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

Course Numbering

Courses on the undergraduate level numbered 100-299 are planned primarily for first and second year students. Upper-level undergraduate courses numbered 300-499 are more advanced and are intended for juniors and seniors. Graduate level courses are numbered 500-699 and doctorate level courses are numbered 700-999. These distinctions are not absolute. Upon the recommendation of the course instructor and the Director of Academic Advising, properly qualified students may take courses marked for the upper level, and under certain circumstances, students in the upper level may elect lower-level courses.

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

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

Deferred Final Examination

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

Dismissal from the University

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

Dual Enrollment

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

Final Examinations

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

Incomplete Course Work

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

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

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

Incompletes should only be negotiated for extraordinary circumstances that are:

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

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

- Significant and unexpected illness or medical event of self or close family member.
- Death in the family.

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

Incompletes will not be requested or granted simply because:

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

Online Academic Activity and Participation

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

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

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

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

- Posting to discussion boards within the online course.
- Turning in an assignment within the online course.
- Taking a quiz, test, or other assessment within the online course.
- Viewing video content or reading course materials.
- Participating in a synchronous session via Zoom or other webinar tools.

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

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

Online Student Verification Policy

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

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

Transfer Credit

Transfer of Credit from another Institution

Undergraduate and, to a more limited extent graduate, students may transfer in credit applicable to their Regis degrees from several sources. Students may receive advanced standing toward the completion of the bachelor's degree as a result. All students are subject to the general policies related to transfer of credit from academic courses. There are also specific policies related to students' program of study, which are outlined below, including the maximum amount of credit allowed, impact on GPA, particular degree requirements. Contact the academic program director and/or the program-specific *Student Handbook* for additional information.

High School Dual Enrollment Programs

- Dual enrollment courses must be taken during the junior or senior year of high school. The grade earned in any course must be a C or higher to be considered for credit.
- In general, a maximum of fifteen (15) credits is allowed to transfer to the Regis degree from a high school dual enrollment program.
- Regis must receive the official transcript from the institution that granted the dual enrollment credit before credit can be officially granted.

- Credits may be awarded towards general education/core requirements, requirements for majors and minors, and/or elective credit.
- Grades earned from those transferred courses taken prior to enrollment are not calculated as part of the student's Regis GPA.

Transfer Credit of Courses - General Policies – Undergraduate Students

- Regis must receive the official transcript.
- Course(s) must have been taken at a regionally accredited institution.
- No undergraduate course will be considered for transfer unless the student has achieved a course grade of C or better.
- Grades identified as P (passing) will only be accepted with appropriate and official documentation demonstrating the grade of "P" is equivalent to a C or higher.
- In some cases, to receive credit for courses taken elsewhere, Regis may request a syllabus from the student in order to assess the course.
- Courses identified as remedial are not eligible for transfer credit.
- Grades earned **prior to** enrollment are not calculated as part of the Regis GPA.
- Grades earned at another institution **while** enrolled at Regis are calculated as part of the Regis GPA.

Transfer Students

- Can transfer in a maximum of sixty-six (66) credits and must complete fifty-four (54) credits at Regis.
- Please note: Regis College is part of the Massachusetts Guarantee, which is a partnership agreement between the state's community colleges and private colleges and universities. Students must have an associate degree from a Massachusetts community college and a minimum GPA of 2.5 to be eligible to transfer in credits under this agreement. **All undergraduate students at Regis are expected to complete a course in religious studies, either as a part of their associate's or while at Regis. Certain academic programs may have more specific general education/core requirements or pre-requisite requirements not covered by the Massachusetts Guarantee.**
- Grades earned prior to enrollment are not calculated as part of the Regis GPA.

Transfer Credit for Students within the Division of Professional Studies

For information regarding which academic programs are available for bachelor's completion within the Division of Professional Studies, please contact the Dean of Professional Studies.

Students enrolled in a designated bachelor's degree completion program within the Division of Professional Studies may transfer a maximum of ninety (90) credits from an accredited college/university based on established transfer equivalencies or Prior Learning Assessment (PLA) (see below). These students must then complete a minimum of thirty (30) credits at Regis to earn the Regis College bachelor's degree. Some bachelor completion programs may have specific requirements about transfer credits and may require additional coursework over and above the minimum requirement of thirty (30) credits in order to fulfill specific degree requirements.

Bachelor Completion Students are:

- Not eligible for residence.
- Only permitted to take two (2) classes a term.
- Not eligible for athletics.
- Enrolled in online programs only.

Transfer Credit – Summer/Academic Year and Study Abroad

Currently enrolled undergraduate students may enroll in pre-approved courses during the summer or, in limited circumstances, during the regular academic year, at a pre-approved and accredited college or university. Ordinarily, no more than two undergraduate courses per summer session can be taken for degree credit. For currently enrolled students, credits and grades earned from courses transferred to their Regis degrees will be included as part of their GPAs.

Pre-approval is required for all courses taken elsewhere. Students must obtain signatures on the pre-approval form from their faculty advisors and the director of Academic Advising. For students studying abroad, courses must be pre-approved by the director of the Center for Global Connections.

Transfer Credit – Graduate Students

A maximum of six (6) credits will transfer, and some externally accredited programs may not accept any transfer credits. Courses must be pre-approved by the graduate program director. No graduate course will be considered for transfer unless the student has achieved a course grade of B- or better. Please see the graduate programs listed in the catalog for program-specific transfer of credit policies.

To Transfer Courses for Credit

Depending on the means through which you enroll at Regis, you will need to contact a different office regarding the process for transferring credits taken elsewhere to your Regis degree:

- Undergraduate Students – Please contact Undergraduate Admission.
- Bachelor Completion Students within the Division of Professional Studies – Please contact Graduate Admission.
- Graduate Students – Please contact Graduate Admission.
- Graduate Online Students – Please contact GR Admission/Affairs.

Military Credit Evaluation

Regis College evaluates credit earned for military education, training, experience, or coursework using the same standards as those applied to coursework from accredited colleges and universities. Regis College reviews all military transcripts and discharge documents (DD214), including JST, ACE, and AARTS, as well as CLEP and DANTES Subject Standardized Tests, in accordance with college policies for transferability of credit to the student's intended major or program of study. Such evaluation shall be in accordance with existing Regis College transfer credit evaluation policies. Review of credit does not guarantee acceptance of any or all credits in the student's major.

Use of Prior Learning Assessment (PLA) for Transfer Credits

The Division of Professional Studies (DPS) oversees the process and monitors policies and procedures that are consistent with principles of good practice established by the Council for Adult and Experiential Learning (CAEL). Prior Learning Assessment (PLA) applies solely to undergraduate students enrolled in academic programs through the Division of Professional Studies (DPS). A student must be accepted to Regis College to be eligible to apply for prior learning assessment credit. Prior learning assessment credit will only be awarded after the student is actively enrolled and has declared an academic major.

Please note that individual academic programs within Regis College may establish prior learning credit limits for their own programs, degrees and certificates. Check with the appropriate School Dean and/or academic program student handbook for this information.

Prior learning will be assessed in terms of student attainment of college-level learning, which is defined as demonstrated achievement of the learning outcomes, theoretical and/or applied, that are aligned with the content of a specific credit-bearing Regis College course. Depending on the nature of the learning experience, there are two methods by which a student's prior learning may be assessed and awarded:

1. Academic evaluation of military, corporate training, diploma agency, and other coursework.
2. Standardized tests (AP, CLEP, DANTES, licensure exams, etc.).

PLA Award(s):

- To receive prior learning credit, students must **not** have previously taken, or attempted to take, the college-level course for which they are submitting a PLA portfolio.
- The university typically awards one (1) credit for twenty (20) hours of documented professional/workforce development training.
- A maximum of fifteen (15) credits awarded through prior learning assessment may be applied towards the baccalaureate degree (primarily elective credits).
- Credits earned through prior learning assessment **do not** fulfill university residency requirements.
- The final approval of PLA requires a sign-off by the appropriate School Dean and the Office of Academic Affairs.
- Transfer credit will be posted on the transcript, as a substitution of a Regis course(s), to fulfill a program requirement(s). The maximum number of transfer credits listed will only be awarded if there is no duplication of coursework taken at Regis College or earned from other transfer credit awards.

Degree Programs eligible for PLA award:

- Business Management (Degree Completion)
- Public Health (Degree Completion)

Examples of college-level learning gained through any the following must be appropriately documented and submitted to the Dean of Professional Studies:

- Non-transferable courses
- Licenses

Licensing/certification exam results will only be considered if they are current at the time of the evaluation.

- Certificates
- Professional/ vocational training
- Military trainings
- Standardized tests such as DANTES and CLEP

CET, CPT, LPN, EMT, and CADAC are some examples of the kinds of licenses and certificates that may earn credit. Students requesting only a review of professional trainings, licenses, and certificates will be assessed a $200 nonrefundable fee. This fee will be charged to the student's account at the time of review.

College Credit through Workforce Certifications

Regis College awards academic credit for approved industry certifications offered by Regis College in accordance with its Prior Learning Assessment (PLA) policies. Credit is granted only when the certification is determined by qualified faculty to be equivalent to college-level learning outcomes.

Certification Program	Credit Awarded
Clinical Medical Assistant	9.0
EKG Technician	4.0
Health Information Technology	4.0
Machine Learning with Python	4.0
Medical Administrative Assistant	4.0
Medical Billing and Coding	4.0
Patient Care Technician	4.0
Phlebotomy Technician	4.0
Sterile Processing Technician	4.0
Developing New Managers	1.0
Emotional Intelligence	1.0
Employee Motivation	1.0
Interpersonal Skills	1.0
Leadership and Influence	1.0
Supervising Others	1.0
Teamwork And Team Building	1.0
Allied Healthcare Professional	7.0
Cloud Computing (Cloud+)	1.0
Cloud Technology Professional	2.0
Cybersecurity Analyst (CySA+)	1.0
IT Helpdesk Administrator (A+, Net+)	3.0
IT Network Technician (Network+)	1.0
IT Security and Network Technician (Security+, Network+)	3.0
IT Security Specialist (Security+)	1.0
IT Support Professional (IFT+, A+)	2.0
Linux Administrator (Linux+)	1.0
Pharmacy Technician Professional (ASHP/ACPE)	2.0
Physical Therapy Aide and Administration Specialist	3.0
Certificate in Cybersecurity	1.0
Certificate in Digital Marketing (ACE CREDIT®)	1.0

Transcripts

Transcripts

Current students can request their official transcript through Regis Hub. Alumni and non-enrolled students can request their official transcript through the National Student Clearinghouse. Please refer to the Regis website for more information. Official transcripts are all inclusive. An unofficial transcript may be obtained by currently

enrolled students via Regis Hub. Alumni and non-enrolled students can request their unofficial transcript by emailing the registrar@regiscollege.edu. Transcripts will not be released until all financial obligations to the university have been settled. Transcripts will also be held for students with Federal Perkins Loans in a default status.

Withdrawal from Courses

Withdrawal from a course is distinct from dropping a course during the Add/Drop period. After the Add/Drop period, a withdrawal passing (WP) or withdrawal failing (WF) grade is recorded on the transcript and becomes a permanent part of the student's academic record. Normally, a student will earn a WF if, at the time the student requests a withdrawal, the student is earning a failing grade in the course.

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

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

Course Withdrawal Process (WP and WF)

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

Online Course Administrative Withdrawal Policy

- Students who are considered consistently inactive for more than a full week during the term without prior approval may be administratively withdrawn by their course instructor/registrar. Students have the right to appeal a course withdrawal. Appeals must be in writing and should follow the Regis Academic Appeals process.

- During the first week of class students who fail to login to or participate in the course by the end of the drop/add period will be administratively withdrawn from the course.
- Please refer to the Online Academic Activity and Participation policy for guidelines on participating in an online class.

Withdrawal from the University

An undergraduate student choosing to withdraw from Regis should indicate the intent to withdraw to the director of Academic Advising or fill out the Withdrawal Form found on the SPIKE portal. A graduate student should submit a Graduate College Withdrawal form through the SPIKE portal. It is important that this procedure be followed not only to inform the university 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 university can determine if the student is eligible for future recommendations that state the student left the university in good standing. Failure to withdraw in a proper and timely manner may affect the student's financial aid. In extenuating circumstances, the Vice President of Academic Affairs may administratively withdraw a student from the institution for the following reasons:

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

Recording Policy

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

Criminal Background Checks and Academic Programs' Academic Placements

Certain Regis College academic programs (e.g. Nursing, Social Work) include practical training and/or fieldwork requirements. Students must undergo a criminal background check conducted by Regis College prior to placement. Regis College will review the results of a student's criminal background check to determine whether they can participate in a placement.

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

Students should consult Regis College's specific procedures related to criminal background checks for further details, including information about the frequency of checks.

Background Checks and Professional Licensure

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

Admission and Prospective Students

Regis College makes admission decisions based on the content of the admission application and related documentation. Regis College does not conduct criminal background check results as part of the admission process. Prospective students seeking admission into academic programs that include placements should be aware that their ability to complete such placements may be affected by their criminal history (see above).

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

Similarly, **at no time can Regis College determine whether an individual's criminal history will prevent them from obtaining professional licensure**. Licensing authorities conduct their own criminal background checks according to their own standards – with no involvement of Regis College. As a result, it is possible that a prospective student may be admitted into an academic program and complete their placement, but ultimately be denied professional licensure by a licensing authority. Prospective students should consult the relevant licensing authority for further information.

Criminal Background Checks – Education Programs

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

Modifications to Campus-Based Operations

Regis may cease or modify on campus operations at any time and with limited notice due to community health concerns including COVID-19. If Regis ceases or modifies campus-based operations, academic coursework and academic support services (e.g., library, academic advising) will transition to a remote format in whole or in part. Academic programs (including online academic programs) with clinical, fieldwork, or other hands-on training

components may be temporarily suspended or modified due, in part, to the discretion of a student's placement site. Similarly, on-campus activities such as athletics, campus performances, and student organization meetings will be canceled, rescheduled, modified, or transitioned to a remote format.

About Us

A comprehensive university in greater Boston founded by the Sisters of St. Joseph of Boston nearly a century ago, Regis College challenges, inspires, and supports students who are driven by passion, purpose, and a pursuit to positively impact the world within a learning community that embraces inclusivity and innovation and builds strong character, confidence, and careers. Regis is a coeducational institution offering undergraduate and graduate programs leading to associate, baccalaureate, master, and doctoral degrees.

Admission

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

Accreditation

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

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

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

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

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

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

Applied Behavior Analysis (Weston)

Master degree program accreditation awarded by the Association for Behavior Analysis International Accreditation Board.

Applied Behavior Analysis International
550 W. Centre Avenue
Portage, MI 49024

Applied Behavior Analysis (Online)

Master degree program accreditation awarded by the Association for Behavior Analysis International Accreditation Board.

Applied Behavior Analysis International
550 W. Centre Avenue
Portage, MI 49024

Business Management

The BA in Global Business Management is accredited by the Accreditation Council for Business Schools and Programs ACBSP:

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

Dental Hygiene

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

The Commission on Dental Accreditation
211 E. Chicago Avenue
Chicago, IL 60611
Phone: 312.440.4653

Diagnostic Medical Sonography

The Diagnostic Medical Sonography program at Regis College is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Joint Commission on Education in Diagnostic Medical Sonography (JRC-DMS):

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

Education

The Early Childhood Education, Elementary, Secondary Education (English and History), and Moderate Special Needs Programs have been approved for Interstate Certification and meet the standards of the Interstate Certification Compact/National Association of State Directors of Teacher Education and Certification.

Nuclear Medicine

The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT):

Joint Review Committee on Educational Programs in Nuclear Medicine Technology
820 W Danforth Rd, #B1
Edmond, OK 73003

Nursing

The Nursing Programs are accredited by the Accreditation Commission for Education in Nursing (ACEN); formerly National League for Nursing Accrediting Commission:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road, NE, Suite 1400
Atlanta, GA 30326
Phone: 404.975.5000

Occupational Therapy

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

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

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

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

Radiography

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

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: 312.704.5300

Social Work

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

Speech-Language Pathology

The Master of Science (MS) education program in speech-language pathology (residential) at Regis College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, located at:

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

Sport Management

The sport management degree program at Regis College has received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, Colorado, USA. The sport management program in the following degree is accredited by COSMA:

• Bachelor of Science in Sport Management"

Graduate Policies and Procedures

General

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

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

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

Course Competency Equivalence Procedure

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

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

Grades

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

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

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

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

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

Academic Dismissal for Graduate Students

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

Leave of Absence Policy for Graduate Students

A leave of absence is intended to recognize situations in which a student, for sufficient reason, is temporarily unable to progress in her/his graduate program for more than one semester. During such a leave, a student has no access to Regis facilities and should not expect to have regular contact with advisors or committee members. A leave, however, does not extend the overall time limitation on degree programs (see time limit requirements).

Leaves of absence are granted for a maximum of four consecutive semesters (fall, spring, summer one, summer two) by submitting the Graduate Leave of Absence form to the Registrar's Office. Leaves of absence are granted for a maximum of four consecutive semesters (fall, spring, summer one, summer two) by submitting the Graduate Leave of Absence form obtained through SPIKE. Students pursuing a leave of absence should follow the procedure below:

Before beginning your leave of absence:

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

Before returning from your leave of absence:

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

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

Time Limit and Registration Requirements

Registration in a minimum of two (2) semesters per year is recommended to assure steady progress toward completion of the degree, except when a leave of absence has been granted. Persons who are not registered or who are not on an approved Leave of Absence for three consecutive semesters may be removed from the list of active students in good standing (i.e., "administratively withdrawn" from the university.) Any student so removed must reapply for admission to return to active status.

Policy on the Integration of Graduate Courses and Undergraduate Degree Requirements

Upon the approval of their undergraduate advisor and the appropriate graduate program director, qualified undergraduate students may enroll in specified Regis graduate courses. Up to three (3) Regis graduate courses may count toward both the total number of courses required for the baccalaureate degree and the total number of courses required for the Regis master's degree. Undergraduate students interested in pursuing integrated coursework should complete the Intention to Pursue Combined Bachelor's/Master's Degree form.

Procedures and Student Qualifications

Undergraduate students with an overall GPA of at least 3.0 and with at least two completed full-time semesters (or equivalent) at Regis and one additional completed full-time (or equivalent) semester at Regis or another accredited college or university may seek permission to enroll in a graduate level course no earlier than the spring term of their junior year. The qualified student must meet with the appropriate graduate program director and undergraduate advisor. With the written approval of both, the student may enroll in the specified graduate level course(s).

These graduate courses provide academic credit toward completion of the bachelor's degree and, with the grade of B- or better, will fulfill some of the course requirements of the Regis graduate degree. A lesser (but passing) graduate course grade may only count toward the baccalaureate degree and will not count toward the graduate degree.

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

Transfer Credit

Transfer of credit from another approved, regionally accredited institution of higher learning will be allowed if it is for graduate work done within five years prior to enrolling in Regis and the grade received for the work is not less than B-. Since graduate programs are standard- based, only those courses will be accepted that correlate with standards for the particular component of the program in which the student is enrolled. Students applying for transfer credit are required to submit to the appropriate graduate program director a transcript and a syllabus or detailed course description of those courses for which they are requesting transfer credit. Transfer of credit for the Doctor of Education (EdD) program must be approved by the program director and Vice President of Academic Affairs.

Graduate Program Specific Policies

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

Students' Right to Privacy

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

Definition of Education Records under FERPA

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

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

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

Access to Records

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

A "school official" is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an

official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university. The university also responds to requests for information pursuant to applicable federal laws.

Disclosure of Education Records with the Student's Consent

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

Disclosure of Directory Information

The university has designated the following items as directory information: name, address, phone number, e-mail address, dates of attendance, degrees earned, dates of degrees, enrollment status (e.g., undergraduate, graduate, doctoral, full time, part time), awards/honors/scholarships, majors, minors, sports and activities, photographs or videos (including those from public events), height and weight of members of athletic teams, and most recent prior school attended. The university may disclose directory information without a student's prior consent. A student may notify the Registrar's Office in writing (registrar@regiscollege.edu) that they do not wish to have their directory information disclosed.

Review Process

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

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

Restricted Information

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

Challenge Procedures

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

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

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

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

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605, if the student believes that the university has violated the student's right under the Family Educational Rights and Privacy Act. Revisions, clarifications, and changes may be made in this policy at any time and without prior notice. Additionally, the Family Policy Compliance Office (FPCO) may, on its own initiative, investigate a potential FERPA violation "when no complaint has been filed or a complaint has been withdrawn." Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)

Annual Notification

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

Academic Standing

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

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

Midterm Grades

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

Passing Grades

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

Repeating a Course

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

Pass/No Pass (P/NP) Grading Option

Students may take no more than four (4) courses required for a degree on a pass/no pass (P/NP) basis. Only one P/NP course may be taken in any given semester. Courses that are only offered on a P/NP basis do not apply to either of these limits. The P/NP option is not allowed for courses that are required for the major/program, for certain key requirement courses (EN 105, EN 106, QR 103F, QR 103P, QR 103S, and RC 101), and/or to satisfy certain course prerequisite requirements. Only one (1) course may be taken with the P/NP option in the minor field. Refer to specific program criteria regarding P/NP limitations. Only P or NP will be recorded on the student's transcript. The P/NP grade is not computed in the grade point average (GPA); however, earned credits will be applied toward graduation requirements. Students are responsible for filing the appropriate request form with the Registrar's Office prior to the published deadline. The pass/no pass choice may not be requested retroactively.

Dismissal from an Undergraduate Major or Bachelor's Completion Degree

Students who earn two (2) or more failing grades in a major subject or make insufficient progress within the major may be dismissed from that major. The maximum number of Ds in courses taken to fulfill the requirements of a major field may be no more than two (2). Determination and authority for dismissal from the major lie within each department or program.

Undergraduate Academic Progression

Class standing is determined as follows:

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

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

Undergraduate Academic Standing

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

Definition of Good Academic Standing

To be in good academic standing, all undergraduate students:

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

Academic Alert

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

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

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

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

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

Academic Standing Level I

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

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

Requirements

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

Restrictions

A student on Academic Standing Level I:

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

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

Academic Standing Level II

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

1. The student was on Academic Standing Level I during the previous semester, but did not achieve a semester GPA of 2.0 and/or their cumulative GPA is not a 2.0 or better, or
2. The students' semester GPA is below 1.0 with no more than two (2) Fs or WFs earned during the semester; and/or
3. The student's semester and/or cumulative GPA are below 1.0.

Requirements

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

Restrictions

A student on Academic Standing Level II:

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

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

Mandatory Academic Remediation (MAR)

A student will be placed on MAR if:

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

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

Requirements

1. A student on MAR is required to drop down to part-time status with a maximum of two (2) courses,
2. A student on MAR must develop an Academic Progress Plan with the director of Academic Advising during their semester as a part-time student at Regis College,
3. A student on MAR must earn a grade no lower than a (C) or (P) in all courses and,

4. At the end of the semester of the MAR, the student may submit a written petition to the APRC (via the director of Academic Advising) to be considered for re-instatement to Regis College as a full-time student.

Restrictions

Students on MAR:

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

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

Academic Mandatory Leave (AML)

A student will be placed on AML if:

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

Requirements

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

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

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

Academic Standing Appeals

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

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

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

I. Voluntary Leave of Absence

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

Request

1. The student should discuss a voluntary leave of absence with their academic advisor.

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

Duration

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

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

II. Academic Mandatory Leave of Absence

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

III. Voluntary Medical Leave of Absence

Students may take a voluntary medical leave of absence for medical or psychological reasons. The following information pertaining to a voluntary medical leave of absence request applies to both undergraduate and graduate students

Request

1. All students - both graduate and undergraduate - are encouraged to discuss a voluntary medical leave of absence with their academic advisor and/or graduate program director with respect to any impact such a leave may have on their progress within the academic program. Staff members in Undergraduate Student

Affairs, Graduate and Professional Student Affairs, and the Regis Center for Health and Wellness are also well equipped to assist in the process. International students on a F-1 or J-1 visa should discuss their plans with the Director of the Center for Global Connections regarding a leave.

2. Students are strongly encouraged to consult the Center for Student Services to discuss any impact the leave may have on their financial aid.

3. Undergraduate students must contact the director of Academic Advising in writing requesting a medical leave of absence. The director of Academic Advising will approve or deny the leave request for undergraduate students. Graduate students must contact the office of Graduate and Professional Student Affairs in writing using the leave of absence request form available on SPIKE. The Associate Vice President of Graduate and Professional Student Affairs will review the leave request for graduate students.

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

Duration

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

IV. Return from Voluntary Medical Leave of Absence

1. No less than three (3) weeks prior to the first day of classes of the semester in which the student seeks to return, undergraduate students must petition the director of Academic Advising, in writing, of their intention to return at the conclusion of the leave period. Graduate students must petition the office of Graduate and Professional Student Affairs, using the End Leave of Absence form available on SPIKE, of their intention to return at the conclusion of the leave period.

2. All students on voluntary medical leave of absence must submit documentation at the time of petition via confidential fax, mail, or email to the Regis Center for Health and Wellness. This documentation must be from the student's current treating medical or mental health professional and must address the student's

ability to successfully pursue a course of study, inclusive of any additional clearances required for practica or clinical placements. If the student is requesting to live in a residence hall on campus the professional must also address the student's ability to safely live in residency on campus.

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

4. In addition to submitting documentation, students on a voluntary medical leave of absence, either for a mental health or a physical heath reason must call the Center for Health and Wellness to schedule an appointment with, as appropriate, either the director of Counseling or a nurse practitioner. The student's ability to successfully pursue a course of study, inclusive of clinical or other outside placements required for the degree, and suitability for residency if the student is requesting to live on campus will be assessed during the appointment.

5. The Dean of Academic Support Services (or their designee), or Associate Vice President of Graduate and Professional Student Affairs (or designee), in consultation with the Associate Dean of Center for Health and Wellness and/or the Director of Counseling Services and any other appropriate academic and administrative offices, will determine the eligibility of the student to return from the voluntary medical leave of absence.

6. The director of Academic Advising will notify undergraduate students and the appropriate academic and administrative offices, in writing, of the approval or denial of the student's petition to return from the medical leave of absence prior to the start of the semester. An administrator from the office of Graduate and Professional Student Affairs will notify graduate students and the appropriate academic and administrative offices, in writing, of the approval or denial of the student's petition to return from the medical leave of absence prior to the start of the semester.

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

Note: Students in certain programs may be required to meet additional criteria to return to the program. This could include retaking courses or specific requirements related to clinical/practica placements. Students should review their program-specific *Handbook Addenda* for specific information.

7. If the return is approved, the student must schedule an appointment with their student support advisor (online programs)/academic advisor/academic program director, or the director of Academic Advising to register for courses in advance of the start of the semester.

8. Please note that residential students must also notify the Office of Residence Life if they plan to return to on-campus housing. Housing is provided on a space-available basis and not guaranteed.

V. Academic Program Considerations

Some academic programs and departments have program-specific requirements and/or criteria required for successful completion of the academic program. These program- specific criteria, inclusive of any necessary clearance required for clinical or practica, may require that a student on leave provide additional medical documentation and/or meet additional criteria for return in the context of voluntary medical leave of absence. Therefore, a student considering a leave should consult their academic program or department regarding the leave of absence in terms of its potential impact on their academic progress. Students who do not provide the additional medical documentation or who do not satisfy the additional criteria necessary to return to a specific academic program as specified in the letter granting the medical leave of absence will not be permitted to return to that academic program but may be permitted to return to Regis College into a different academic program.

VI. Financial Aid Considerations

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

VII. Appeal Procedures

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

Denial of Return from Voluntary Medical Leave of Absence

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

Academic Honors

Honors Program

The Honors Program at Regis offers qualified undergraduate students a stimulating and challenging learning experience and opportunities for distinguished scholarship. Through a combination of rigorous coursework, supported service-learning experiences, and exciting enrichment activities, the Honors Program prepares students to become leaders committed to the betterment of the human condition and our society, a goal that is central to the Regis mission. Please consult with Honors Program Co-Directors for additional information.

Honors Program Eligibility

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

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

Honors Program Requirements

Courses: Students who enroll in the Program will complete a total of six (6) honors courses, which include honors sections of regularly offered courses and ID 330 Contributing to the Common Good, the required Honors Program Seminar. In the junior or senior year, Honors Program students, with advance approval by the graduate program director, may take up to two (2) graduate-level courses that can be counted toward the six-course requirement.

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

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

University Honors at Graduation

Eligible undergraduate students receiving the associate degree, along with the bachelor's degree are awarded university honors. Students can take no more than four (4) courses total required for graduation on a pass/no pass basis. Please note that students may earn university honors without participating in the Honors Program.

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

Valedictorian

The Valedictorian is an undergraduate individual(s) with the highest cumulative GPA in the graduating class. Preference will be given to students who are enrolled full-time for the majority of their time at Regis and who have earned a minimum of 120 credits through coursework completed at Regis.

Dean's List

To be eligible for the undergraduate student Dean's List as a sophomore, junior, or senior, a student must be enrolled full-time and have a semester GPA of at least 3.50. First-year students must also be enrolled full-time with a semester GPA of at least 3.25. The GPA calculated to determine eligibility for the Dean's List for the class of 2013 and beyond is based on four or five three- or four-credit courses taken for a letter grade. The Dean's List is determined at the conclusion of each semester. Please note that for the spring semesters, the intersession is included. Students with a grade of I (Incomplete) for the semester coursework are ineligible for consideration.

Departmental Honors

A student may pursue a plan of studies in the junior and senior years that leads to a bachelor's degree with departmental honors. The plan includes a sequence of two (2) independent studies as part of the academic program. An honors thesis of excellent quality based on the student's independent research must be submitted and successfully defended orally. See "Individualized Study" in this catalog.

A student who has demonstrated academic distinction in the major field and who is interested in departmental honors applies to the department chair of the academic major at the end of the sophomore year and no later than February 1 of the junior year. Additionally, the student establishes the parameters of the project prior to formal registration for the first semester of the senior year. To be eligible for participation, the student must have a minimum GPA of 3.0 and evidence of distinguished achievement in the major discipline at the time of application.

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

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

National and International Honor Societies

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

- **Alpha Lambda Delta**, national scholastic honor society for first-year women
- **Beta Beta Beta**, Upsilon Omega Chapter, national biological honor society
- **Delta Epsilon Sigma**, national honor society for graduates of Catholic liberal arts colleges, Iota Chapter
- **Iota Kappa Lambda**, national honor society in social work (BSW and MSW)
- **Kappa Delta Pi**, international honor society in education
- **Lambda Nu**, national honor society in medical imaging
- **Lambda Pi Eta**, honor society in communication
- **Pi Epsilon-at-Large**, Sigma Theta Tau international honor society in nursing
- **Pi Gamma Mu**, international honor society in social science, MA Beta Chapter
- **Pi Lamda Theta**, international honor society in education
- **Psi Chi**, national honor society in psychology
- **Sigma Tau Delta**, international honor society in English

Undergraduate Admission

Undergraduate Baccalaureate

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

First-Year Procedures, Requirements, and Deadlines

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

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

- Academic performance in the context of their high school curriculum and the grades received. Students are expected to follow a college preparatory curriculum, and encourage students to take appropriate honors, AP, and/or IB courses, as available at their high schools.
- Leadership qualities and participation in extracurricular activities such as community service, athletics, internships and jobs, and scholastic achievement.
- The required essay, demonstrating a student's ability to think critically and communicate effectively.
- Letter of recommendation from a secondary school counselor or teacher; additional recommendations may be submitted.
- Regis College is Test-Free - standardized test scores are not considered in the review for admission or for merit scholarships

The following college preparatory credentials are recommended:

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

* Students planning to apply for programs in Biology, Biomedical Engineering, Dental Hygiene, Diagnostic Medical Sonography, Nuclear Medicine, or Nursing should complete four years of mathematics and natural science.

Admitted students must submit a non-refundable enrollment deposit by the enrollment deposit deadline of May 1 or by an alternate date specified by the Director of Undergraduate Enrollment. Deposits received after May 1 will be accepted on a space-available basis. Admitted students applying for the spring semester (January) should submit a non-refundable enrollment deposit by January 3.

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

Important Admission Deadlines

- **November 1** - First-year and transfer students planning to enroll in the spring term.
- **November 15** - Early action deadline for first-year applicants for fall entrance.
- **January 3** - Enrollment deposit deadline for spring semester.
- **February 1** - Priority application deadline for first-year applicants for fall entrance.
- **April 1** - Transfer applicant deadline for fall entrance. Applications will be accepted through June 30.
- **May 1** - Enrollment deposit deadline for fall semester for first-year applicants.

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

Early Action

Early action is a non-binding early admission program for high school seniors who wish to receive early notification. A completed early action application must be submitted by November 15. Students who apply for early action will receive notification of admission before January 1. Students admitted under the early action plan will have until the enrollment deposit deadline of May 1 to submit their non-refundable enrollment deposits. Students who are deferred to the regular pool will be reconsidered after submission of their first term grades and will be notified within three weeks of their completed application.

Regular Decision - February 1

The priority Regular Decision deadline assures full consideration for all institutional merit-based and need-based scholarships and grants. Students admitted under the priority decision plan will have until the enrollment deposit deadline of May 1 to submit their non-refundable enrollment deposits.

Undergraduate Admission continues to review applications that are received after February 1 on a rolling basis. Typically, students who apply after the priority deadline are still eligible for many forms of merit and need-based financial assistance.

Transfer Applicants and Policy

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

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

Evaluation of courses is based on the following factors:

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

Note:

- Some professional programs of study have special policies regarding transfer credits.
- Students should refer to the Program Handbook for information on transfer credit policies specific to a particular professional degree program.
- Students may appeal the transfer credit evaluation by submitting a written request to the Office of Academic Affairs. The review of the appeal shall be based on course descriptions, outlines, objectives, learning outcomes, and/ or other relevant information.
- Students must complete the minimum number of Regis courses or credits (described above) to be awarded a bachelor's degree.

Undergraduate Application Checklist

All undergraduate prospective students should submit*:

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

First-Year Students

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

Regis College does not consider standardized tests for admission or for merit scholarships.

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

Regis requires a minimum score of 80 TOEFL, 6.5 IELTS, 169 CAE, or 105 Duolingo English Test.

Transfer Application Checklist

All transfer prospective students should submit:

- An official high school transcript or general equivalency diploma (GED/HiSet) score report.
- Official college transcript(s) from all accredited colleges/universities previously attended.
- Letter of recommendation from a professor, advisor, or employer (using the form provided by the Common Application).
- Personal statement explaining the reason(s) for transferring to Regis.
- International students with a native language other than English are required to submit their TOEFL, IELTS, CAE, or Duolingo English Test results as part of their admissions application. (Regis' TOEFL code is 3723.)

Bachelor's Completion Admission Process

Regis offers part-time, flexible bachelor's completion programs in public health, health sciences, business administration, humanities, education, and other liberal arts fields. Students in the programs enroll in six to nine, but no more than twelve (12) credits, per academic semester. Students may receive financial aid that can be applied to their reduced tuition rate.

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

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

Bachelor's Completion Student Application Checklist

Bachelor's completion students should submit.

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

International Students

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

- An official or certified copy of their secondary school and/or college/university transcript with English translation, when necessary, and a grade scoring report. International students who need to have their official transcripts translated are recommended to submit their information to Center for Educational Documentation, PO Box 170116, Boston, MA 02117, Tel. 617.338.7171, Fax: 617.338.7101 or to an agency approved by the American Council on Education*.
- Regis does not consider standardized test scores in the admission process
- International students with a native language other than English are required to submit their TOEFL, IELTS, CAE, or Duolingo English Test results as part of their admissions application. (Regis' TOEFL code is 3723.)
  - International applicants must also submit a completed Financial Declaration Form with an official bank statement that demonstrates evidence of their ability to finance their education.

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

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

Home-Schooled Applicants

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

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

Undergraduate Nursing Applicants

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

Yellow Ribbon Program

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

Test Free Policy

Regis College does not consider standardized test scores (SAT or ACT) for consideration for admission and merit scholarships. International students with a native language other than English are required to submit their TOEFL, IELTS, CAE, or Duolingo English Test results as part of their admissions application. (Regis' TOEFL code is 3723.)

Transfer Credit

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

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

Notes:

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

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

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

Advanced Placement (AP) Examinations

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

International Baccalaureate Examinations

Regis recognizes the rigors of the International Baccalaureate program. Transcripts of students in such programs are evaluated on an individual basis by the Office of Academic Advising in conjunction with program directors to determine the number of college credits to be awarded. The credits for this evaluation include the student's academic performance during the program and outcomes as demonstrated by final grades. Advanced standing credit may be awarded to students who have completed a Higher Level IB course examination with a score of 5, 6, or 7. Official test scores must be submitted for evaluation.

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

Deferred Enrollment

First-year or transfer applicants planning to take a semester or an academic year off before enrolling at Regis must request a deferral after acceptance. Once admitted to Regis, candidates who wish to defer their enrollment must submit a written request to the Office of Undergraduate Admission and must also submit a non-refundable enrollment deposit. Enrollment can be deferred up to one year without filing a new application. Deferred students enrolled in an accredited institution will need to submit official college transcripts and course descriptions for course and credit evaluation.

Application Reactivation

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

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

Campus Visits and Interviews

Undergraduate prospective students and their families are encouraged to visit the Regis campus. Regis offers many opportunities for students to visit including: open house programs, Preview Days, information sessions, overnights, individual interviews, class shadow days, and student-led campus tours.

Although Regis does not require a personal interview, it is recommended, especially for students who may wish to share information that provide important contextual information for the Committee on Admission. Admission counselors are assigned geographically.

The Office of Undergraduate Admission is open Monday through Friday, 9 a.m. to 4:30 p.m., during the academic year and Monday through Friday, 8 a.m. to 5 p.m., during the summer months. To schedule a visit please call 866.438.7344 or sign up online.

Undergraduate Admission

New subpage

Academic performance in the context of their high school curriculum and the grades received. Students are expected to follow a college preparatory curriculum, and are encouraged to take appropriate honors, AP, and/or IB courses, as available at their high schools.

Graduate Admission

All applicants must apply online. A link to the online application is available at regiscollege.edu/applytoday or on each graduate program webpage.

Applicants for the Master's in Occupational Therapy program must apply using the Centralized Application System for Occupational Therapy (OTCAS) portal portal.otcas.org. OTCAS Applicants cannot be reviewed by the Regis admission team until they are verified on OTCAS. Please review OTCAS for all application requirements and deadlines.

Applicants for the Master's in Speech Language Pathology program must apply using the Centralized Application System for Speech Language Pathology (CSDCAS) portal CSDCAS (liaisoncas.org). CSDCAS Applicants cannot be reviewed by the Regis admission team until they are verified on CSDCAS. Please review CSDCAS for all application requirements and deadlines.

Applicants for the Direct Entry Master's in Nursing program must apply via NCAS (The Centralized Application System for Nursing Programs) and submit all documents, including transcripts, to NCAS for verification. NCAS Applicants cannot be reviewed by the Regis admission team until they are verified on NCAS. Please review NCAS for all application requirements and deadlines.

Application materials for admission to a graduate program should be submitted to:

Office of Graduate Admission
Regis College
235 Wellesley Street
Weston, MA 02493

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

Graduate Admission Criteria

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

- Proof of bachelor's degree (and if required, advanced degree) completion from accredited degree-granting institution
- Official transcript(s) from each college or university attended
- Completed online application form
- Letter(s) of recommendation (Please visit program webpage for exact number of recommendation letters required.)
- Resume/CV
- Non-refundable application fee; application fees for Occupational Therapy are posted on the OTCAS website, application fees for Speech Language Pathology are posted on the CSDCAS website, and application fees for Direct Entry Master's in Nursing are posted on the NCAS website.
- Personal statement (Please discuss your educational and career goals.)
- Interview also required for admission consideration
- GRE or MAT scores ae not required†

- International applicants must also submit the following:
    - Officially evaluated and translated transcripts from one of the preferred providers of transcript evaluations:
        - Center for Educational Documentation
          PO Box 170116
          Boston, MA 02117
          617.338.7171; Fax: 617.338.7101
        - Commission on Graduates of Foreign Nursing Schools
          3600 Market Street, Suite 400
          Philadelphia, PA 19104-2651
          215.222.8454; Fax: 215.387.7497
        - World Education Services
        - Foundation for International Services (FIS)
- Master of Science in Applied Behavior Analysis (ABA) Applicants
  Currently, the BACB® requires transcript evaluations from Foundation for International Services (FIS) for international credentials (fis-web.com/services/credential-evaluations). If you plan to apply for BACB® certification in the future, please use the BACB® preferred vendor for your degree equivalency evaluation. To confirm FIS is the current vendor, please check the most current version of the BCBA® handbook located at: bacb.com/bcba. Please note, all final decisions regarding exam eligibility ultimately belong to the BACB®.
- Official International English Language Testing System (IELTS: ielts.org) or Test of English as a Foreign Language (TOEFL: ets.org/toefl.html) or Pearson Test of English (PTE: Pearson English Language Test | PTE Academic (pearsonpte.com) or Duolingo (Test your English online (duolingo.com)) results (Regis College Board code is 3723.)
    - If bachelor's degree earned from a college or university where the language of instruction was English for four years, this requirement is waived.
- Documentation of financial support

* For students applying to the Master of Science in Occupational Therapy, Regis accepts applications solely through the Centralized Application System for Occupational Therapy (OTCAS) portal: portal.otcas.org. Please review OTCAS for all application requirements and deadlines. For students applying to the Master of Science in Speech Language Pathology, Regis accepts applications solely through the Centralized Application System for Speech Language Pathology (CSDCAS) portal: CSDCAS (liaisoncas.org). Please review CSDCAS for all application requirements. For students applying to the Direct Entry Master's in Nursing, Regis accepts applications solely through the Centralized Application System for Nursing Programs (NCAS) portal: NursingCAS | The Centralized Application for Nursing Programs. Please review NCAS for all application requirements.

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

Veterans Programs

The Veterans Center at Regis College works one-on-one with military-connected learners (veterans, service members, and their family members) to help navigate the process of applying for and using various VA education benefit programs. These benefits include the Post-9/11 GI Bill® (Chapter 33). Veteran Readiness and Employment (Chapter 31), and Dependents' Education Assistance (Chapter 35).

These benefits can be applied toward certificate programs as well as undergraduate, graduate, and doctoral degrees. For more information, please visit regiscollege.edu/veterans or contact the Manager of Veteran Services at 781.768.7207.

Yellow Ribbon Program

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

GI Bill® Trademark Policy

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at benefits.va.gov/gibill.

Financial Aid for Undergraduate Students

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

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

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

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

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

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

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

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

Public Law 115-407, Sections 103 and 104

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

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

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

Full-Time First-Year and Transfer Students

All first-year and transfer students must be admitted before a determination of eligibility for assistance will be made. Students should begin the financial aid application process early, regardless of whether a decision has been made regarding their acceptance to Regis. The FAFSA is required for all students applying for need-based Financial Aid. All financial aid recipients federally selected for verification must submit supporting documentation before an award will be considered as verified. Further instructions will be emailed to the student.

Returning Students

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

Additional documents may be found on the Regis website. During the summer, students will be notified via their Regis email to log on to the Regis Portal and view or print their award letter.

Part-Time and Bachelor's Completion Students

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

Federal Verification

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

Types of Financial Aid

Regis College Merit Scholarships

Merit scholarships are awarded to entering full-time, first-year and transfer students on the basis of academic achievement. Several scholarship levels exist to recognize student achievement. The designation of a merit scholarship remains in effect for up to four (4) years of undergraduate study, provided the student maintains the minimum renewal requirements. Eligibility for merit scholarships is limited to a maximum of eight (8) 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 (6) semesters of merit scholarships). No determination of financial need is required. International students may qualify for merit scholarships. Scholarships are limited and competitive. Information about deadlines and requirements for scholarships are available on the Regis College website.

Returning Financial Aid

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site.

Financial Aid for Graduate Students

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

Types of Federal Financial Aid

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

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

Phone: 781.768.7270
Fax: 781.768.7225
Email: finaid@regiscollege.edu

Financial Information for Undergraduate Students

Tuition, Fees, and Other Charges*

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

All tuition, fees, and other charges are reviewed annually by the Trustees, who reserve the right to change them at any time. Tuition, fees, and other charges do not include costs for textbooks, supplies, personal items, and transportation, which will vary depending upon each student's personal needs. All application fees, deposits, and registration fees are nonrefundable. Special fees such as those for laboratory technology, science, art, and photography are refundable only if a student withdraws before classes begin.

Billing Policies and Procedures

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

Undergraduate students are billed a per semester full time rate for twelve (12) to nineteen (19) credits.

If a student elects to take twenty (20) credits or more in a semester they will pay an extra per credit rate for each credit over nineteen (19).

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

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

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

Undergraduate tuition and room and board deposits, required annually, are due April 1 for continuing students and May 1 for incoming first-year students and transfer students. These deposits are applied to each semester's tuition bill.

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

Payment Policies and Procedures

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

- Online for credit card and electronic transfers: on Regis Hub under Student Finance

- Lockbox Payments at the address below:
  Regis College
  PO Box 898
  Reading, MA 01867
- In person at the Center for Student Services, College Hall Room 221

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

Fees

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

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

Refund Policies

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

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

Terms Equal or Greater than 15 Weeks

Date of Withdrawal	Refund
Prior to start of classes	100%
During first and second weeks of classes	80%
During third week of classes	60%
During fourth week of classes	40%
During fifth week of classes	25%
Withdrawal after the fifth week of classes	No refund

All Other Terms

Date of Withdrawal	Refund
Prior to start of classes	100%
During first or second class	80%
During third class	60%
During and after fourth class	No refund

Online Program

Date of Withdrawal	Refund
Prior to start of classes	100%
By day five of week one of class	100%
After day five of week one of class	No refund

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

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

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

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

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

Withdrawals

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

Payment Plans

Students who are unable to pay all required tuition and fees at one time are encouraged to investigate the monthly budget payment plan option. A monthly installment payment plan is offered by Regis through Nelnet. Enrollment is through Nelnet payment plans. The amount budgeted may be paid in four monthly installments for full-time students (payments commencing August 1) and in four or five monthly installments per semester for part-time students. There are nominal annual or per-semester.

application fees for the plan. There is no interest or other finance charges. Tuition budget plans terminated for non-payment may result in the assessment of late payment charges by Regis.

Statement of Account

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

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

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

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

Outside Scholarships/Awards

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

Third-Party Billings

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

Health Insurance

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

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

Contact Gallagher Student Health and Special Risk at 844.484.0087 or by email.

Financial Information for Graduate and Institution for Advancing Studies Students

Tuition, Fees, and Other Charges

Contact the Bursar's Office in the Center for Student Services directly at 781.768.7270 for updated information and a complete current list of tuition, fees, and other charges; Regis Online program. The Bursar's office may also be reached by email. All tuition, fees, and other charges are reviewed annually by the Board of Trustees, which reserves the right to change them at any time. Tuition, fees, and other charges do not include costs for textbooks, supplies, personal items, and transportation. Such costs will vary depending upon each student's personal needs. All application fees, deposits, and registration fees are non-refundable. Special fees such as those for laboratory technology, science, art, and photography courses are refundable only if a student withdraws prior to the commencement of classes.

Bursar's Office

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

Bursar's Office Policies and Procedures

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

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

Payment Policies and Procedures

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

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

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

Fees

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

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

Programmatic Fee: Some programs may have additional fees. Please see the program handbook.

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

Refund Policies

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

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

Terms equal or greater than 15 weeks

Date of Withdrawal	Refund
Prior to start of classes	100%
During first and second weeks of classes	80%
During third week of classes	60%
During fourth week of classes	40%
During fifth week of classes	25%
Withdrawal after the fifth week of classes	No refund

All Other Terms

Date of Withdrawal	Refund
Prior to start of classes	100%
During first or second class	80%
During third class	60%
During and after fourth class	No refund

Online Program

Date of Withdrawal	Refund
Prior to start of classes	100%
By day five of week one of class	100%
After day five of week one of class	No refund

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

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

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

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

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

Withdrawals

A graduate student who is withdrawing from Regis needs to submit the Graduate Program Withdrawal form located on SPIKE. Refunds will be delayed for any student who has not properly withdrawn. A student is responsible for any charges due to Regis that have not been paid at the time of withdrawal. Any refund scheduled to be returned to a student will first be applied to unpaid institutional charges, if any.

Payment Plans

Students who are unable to pay all required tuition and fees at one time are encouraged to investigate the monthly budget payment plan option. A monthly installment payment plan is offered by Regis through Nelnet. Enroll through https://regiscollege.afford.com. The amount budgeted may be paid in ten (10) monthly installments for full-time students (payments commencing July 1) and in four (4) or five (5) monthly installments per semester for part-time students. There are nominal annual or per semester application fees for the plan. There is no interest or other finance charges.

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

Statement of Account

For the convenience of students, financial aid which has been tentatively awarded by the Office of Financial Aid is shown in an Estimated Aid section of the Statement of Account and is deducted from the balance due on the presumption that the amount listed will be received by Regis in due course. If the student was awarded financial aid and it does not appear on the bill, this means the aid has not been completely processed and cannot be officially credited to the bill. In that instance, the bill may be subject to an assessment of late payment charges if not resolved

in a timely manner. The student should immediately contact the Office of Financial Aid to determine the status of aid awarded should it not appear on the Statement of Account. Federal Work-Study or Institutional work awards are wages to be earned at a future date and do not appear on the student bill.

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

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

Outside Scholarships/Awards

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

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

Third-Party Billings

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

Health Insurance

Massachusetts law requires all graduate students taking 6.75 credits or more to either demonstrate proof of comparable health insurance coverage or purchase a qualifying student health insurance plan. In order to assure that **all** Regis students are properly insured to meet the state law, all students are initially charged on their student account for the cost of the Blue Cross Blue Shield Health Care Student Injury and Sickness Insurance Plan. It is then your choice whether to enroll in this insurance plan or waive the insurance and remain on your family or individual plan. Once a student has enrolled in the Plan, the fee will not be removed from the student's account. The enrollment/waiver period will be July to September. To waive this insurance, visit: gallagherstudent.com/regis. To enroll in this plan, you must also visit gallagherstudent.com/regis. Inquiries regarding plan coverage and related health services matters should be made to the Center for Student Services, 781.768.7270 or via email css@regiscollege.edu.

Gallagher Student Health and Special Risk can be reached toll free number at 844.484.0087 or by email regisstudent@gallagherstudent.com.

Special Undergraduate Programs and Opportunities

Cross-Registration

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

Visiting Students

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

Courses Offered as Individualized Study

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

Independent Study

Independent study courses offer students the opportunity to pursue areas of scholarly interest not covered by the regular curriculum. Students are responsible for securing the assistance of a faculty advisor to guide and supervise their work throughout the semester. Students are also responsible for conducting research and completing a final project. Students should contact their school dean if they are interested.

Tutorials

Tutorials consist of individualized instruction and intensive dialogue with the student's study director. Topics of interest to the student and of educational merit are explored in depth. Students should contact their school dean if they are interested.

Internships

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

Possibilities for internship placements exist within the public, private, and non-profit sectors. Career interest areas include the sciences, healthcare, environmental affairs, social action, public administration, law, criminal justice, human services, education, fine and graphic arts, communication, finance, and business. Regis students are eligible to complete internships for academic credit during academic semesters as well as the summer.

The Center for Internships and Career Services was created to provide students with the tools they need to secure an internship(s) and ultimately a job in their field of choice. The Center runs classes and workshops as well as one-on-one counseling to prepare students to find and secure an internship. Students may contact the director of The Center for Internships and Career Services.

Individually Designed Major

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

It is expected that the student's program will be comparable in breadth and depth to a typical disciplinary concentration. Initiating such a major program requires that the student first meet with the relevant school academic dean. The student should also obtain the cooperation of two faculty members to serve as advisors. They must represent two disciplines from which the student expects to draw much of the coursework. The student then writes a proposal for an educational plan with the guidance of the faculty advisors. The proposal is reviewed by the school(s) Curriculum and Academic Policies (CAP) Committee, which recommends acceptance, suggests modifications, or rejects it. For additional information, please consult with the Vice President of Academic Affairs.

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

Pre-Law Advising Program

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

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

Regis has affiliation agreements with Suffolk University School of Law, UMass School of Law, and Western New England University School of Law. These institutions offer an accelerated program of study that allows qualified students, upon application and acceptance to the law school, to earn a bachelor's degree from Regis and a law degree from Suffolk University School of Law, UMass School of Law, or Western New England University in six (6) years (a 3+3 program) from any of the three institutions.

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

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

Pre-Medical/Pre-Dental/Pre-Veterinary/Pre-Optometry

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

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

- Biology: BI 103 and BI 104 Introductory Biology
- Chemistry: CH 103 and CH 104 General Chemistry, CH 305 and CH 306 Organic Chemistry, and CH 318 Biochemistry
- Physics: PY 213 and PY 214
- MA 106 Calculus
- Recommended or required by some schools: Statistics, psychology, sociology, and writing
- Earned GPA of at least
- Upon applying to or while attending Regis, students have the option to apply to a dual enrollment agreement with St. George's University Medical school. The program can be 3+4 or 4+4. For information regarding our dual admission program with St. George's University Medical and Veterinary Schools, please visit the "Academic Partnerships for Undergraduate Students" page on the Regis College website.
- Regis also has a 3+4 articulation agreement with the New England College of Optometry (NECO). For information regarding this agreement please visit the "Academic Partnerships for Undergraduate Students" page on the Regis College website.

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

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

Academic Partnerships

Regis College has developed articulation agreements with selected accredited colleges and universities to enhance our students' opportunities for direct entry into a variety of graduate programs. Articulation agreements are updated frequently. For the most up to date list, contact the Office of Academic Affairs.

Sisters of Saint Joseph College Consortium Student Exchange Program

The Sisters of Saint Joseph College Consortium Student Exchange Program offers students the opportunity to enrich their educational experience by studying for a semester or a year at a member campus. Information about the exchange program may be obtained from the Office of Academic Affairs.

Education Abroad

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

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

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

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

Policy on the Integration of Graduate Courses

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

Procedures and Student Qualifications for Taking Graduate Courses

Undergraduate students holding junior or senior status with an overall GPA of at least 3.0 may seek permission to enroll in a graduate course (maximum of three (3) graduate courses total, two (2) courses may be taken per semester). The qualified student must meet with the appropriate graduate program director and undergraduate advisor. With the written approval of both, the student may enroll in the specified graduate course(s). These graduate courses provide academic credit toward completion of the bachelor's degree and, with the grade of B- or better, will fulfill some of the course requirements of the Regis graduate degree. A lesser (but passing) graduate course grade may only count toward the baccalaureate degree and will not count toward the graduate degree. The Graduate Record Examination or similar qualifying examination will be waived for Regis students who achieve grades of B or better in at least two Regis graduate courses. Formal admission into a Regis master's program will be available for these students upon completion of the Regis baccalaureate degree with a cumulative GPA of 3.0 or better and upon completion of the appropriate graduate application process which may include letters of reference.

Undergraduate Programs General Information

Associate Degree Requirements

In partnership with Lawrence Memorial Hospital, Regis awards an associate of science degree in radiography. New students are not being admitted into this program.

Baccalaureate Degree Requirements

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

A normal course load for a full-time student is fifteen (15) credit hours per semester, with thirty (30) credit hours as a minimum in any one (1) academic year. Highly qualified students must receive permission from their advisor and the director of Academic Advising to take more than five (5) three- or four-credit courses in any one semester. Up to three (3) one credit hour courses and four (4) co-curricular courses, each equivalent to one (1) credit hour, may be counted toward the degree.

Eligibility to Participate in Commencement

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

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

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

The Major

The major, or field of concentration, is usually selected at the end of the first year and generally comprises no fewer than eight (8) and no more than twelve (12) courses in one academic program. (The maximum number of Ds in courses taken to fulfill the requirements of a major field may be no more than two (2).) Each academic major has its own prerequisites and requirements, which are listed in this catalog at the head of the program’s course offerings.

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

lieu of a major generally offered by other colleges and universities. Beginning with the First-Year Experience for all first-year students, Regis offers a wide variety of seminar classes. These meetings are designed to stimulate creative thinking, analysis, and synthesis through discussion. Regis requires the student to take up to two upper-level seminars in the major. Students must submit a Change or Declare Major or Minor Form located in SPIKE if they wish to change their major.

The Minor

Students have the option of pursuing a minor in addition to their major field of study. A minor typically consists of eighteen (18) credits in a given academic program. Only one (1) course (three (3) credits) may be taken with the pass/no pass option in the minor field.

Requirements of the minor vary from one program to the next, so students are advised to review specifications of their intended minor fields of study with the appropriate program advisor.

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

Core Curriculum Requirements

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

Heritage and Foundation

- **First-Year Seminar**: RC 101 (fall semester)
  Learning Outcome: Students will demonstrate an understanding of the values of the Congregation of the Sisters of Saint Joseph of Boston and engage in activities to practice these values.
- **Mathematics**: One of the following: MA100A, MA 100B, MA 101A, MA 101B, MA 107, MA 210, MA 212, MA 220, QR 103F, QR 103P, QR 103S, QR 105
  Learning Outcome: Students will apply mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form to solve different types of problems.
- **Writing**: EN 105 Critical Reading, Thinking, and Writing I and EN 106 Critical Reading, Thinking, and Writing II
  Learning Outcome for EN 105: Students will express ideas orally and in writing that are appropriate and relevant in content and format for a variety of purposes and audiences.
  Learning Outcome for EN 106: Students will gather, evaluate, and organize information from both traditional and electronic sources and appreciate the legal, ethical, and social implications for use.
- **Religious Studies**: One of the following: ID 222, RS 102, RS 107, RS 201, RS 202, RS 206, RS 208, RS 211, RS 215, RS 216, RS 219, RS 280 or RS 309.
  Learning Outcome: Students will identify, connect, and apply the principles that characterize the Catholic intellectual tradition to appropriate issues in academic and co-curricular settings.
- **Philosophy**: One of the following: PH 101, PH 103, PH 104, or PH 201
  Learning Outcome: Students will state arguments accurately and clearly and identify strengths and weaknesses of different arguments before stating their own opinion or conclusion.

- **Ethical Reasoning and Analysis**: ID 304, BI 401 (Science majors only), DH 206 (Dental Hygiene majors only), or RS 305/551
  Learning Outcome: Students will recognize ethical issues and defend conclusions using relevant evidence and reasoned argument.

Contemporary World and Self

- **History**: One of the following: HI 103, HI 104, HI 107, HI 108, HI 111, HI 112, HI 200, HI 211, HI 290, HI 307, HI 310, HI 354, HI 379.
  Learning Outcome: Students will recognize and analyze key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world. (Note: Nursing majors choose between a course in history or a course in literature.)
- **Literature**: One of the following: EN 204, EN 205, EN 206, EN 211, EN 218, EN 222, EN 228, EN 229, EN 233, EN 303, EN 304/TH 304, EN 311A, EN 320, EN 325/SP 325, ID 220/SP 320, SP 250, SP 307, SP 308, SP 311, SP 312, SP 314, SP 318.
  Learning Outcome: Students will recognize cultural traditions and understand and appreciate the diversity of the human experience.
  (Note: nursing majors choose either a course in history or a course in literature.)
- **Social Sciences**: One of the following: CO 206, CO 209, EC 208, HFS 150, ID 214, ID 230, MT 203, PBH 200, PO 210, PO 211, PO 230.
  Learning Outcome: Students will identify and analyze a current social and political issue at the local, national, and global levels.
  and
  One of the following: CO 203, CO 204, ED 100, ID 110, ID 116, LG 201, MI 408, MT 204, NUTR 103 (formerly PBH 103), PO 231, SW 202, SO 201, SO 213, THR 200, WS 201.
  Learning Outcome: Students will assess and articulate positions on a contemporary issue with an awareness and appreciation of the viewpoints of others.
- **Natural Sciences**: One of the following: BI 104, BI 108, CH 103, ID 224A, NEU 201, PS 203 or PY 101.
  Learning Outcome: Students will assess the role, interaction, and limitations of science in complex issues, including technology, society, and ethics.
  and
  One of the following: BI 103, BI 105, BI 203, BI288/CJ288, CH 101, CH 104, CH 105, CS 104, ID 224B, ID 236, PS 204A.
  Learning Outcome: Students will apply the scientific method, develop quantitative problem-solving skills and use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.
- **Expressive Arts**: One of the following: AH 201, AH 304, AH 306, AH 313, AR 221, AR 222, CO 208/ID 209, CO 221, CO 222/ID 221, CO 240/ID 241, DA 201, DA 204, EN 209A, EN 210, EN 230, EN 303, EN 334, GD 241, MU 208, MU 215, MU 218, three (3) semesters of Chamber Singers (MU 320), three (3) semesters of Glee Singers (MU 315), three (3) semesters of Instrumental Ensemble (MU 300), PG 100, SP 100, SP 101, SP 102, SP 200, SP 201, SP 202, SP 300, TH 201, TH 203, TH 207, TH 208/MU 308
  Learning Outcome: Students will demonstrate an understanding of an aesthetic or artistic discipline and the creative process there in.

Application and Integration

The Core Capstone Experience

Creation of an electronic portfolio during the senior year

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

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

First-Year Seminar

Erin Wisniewski and Jennifer Krusinger, Program Co-Directors

The Regis First-Year Seminar course (RC 101) is a signature component of a Regis education and a cornerstone for advanced study. The Seminar is a multi-section course with a common syllabus and common co-curricular activities that involve all first-year students and select Regis faculty. It meets twice a week during the fall semester for one hour and fifteen minutes and receives three (3) credits. The course serves as an introduction to the values and world view of the Sisters of St. Joseph, the founders of Regis. This investigation includes an engagement with aspects of the Catholic intellectual tradition and Catholic social teaching.

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

Co-Curricular Learning

Overview

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

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

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

The School of Arts and Sciences

Students in the School of Arts and Sciences benefit from a strong foundation in the liberal arts that blends theory with practical experience. Students develop their creative abilities, communication styles, and problem-solving skills in majors such as biomedical engineering, criminal justice, cybersecurity, education, environmental sustainability, humanities, and more.

The Sloan School of Business and Communication

Marshall M. Sloane School of Business and Communication students represent the future leaders of regional, national, and global industries. Graduates leave with advanced skills prepared to lead in business, entrepreneurship, marketing, communication, and more. Students participate in cutting-edge seminars and focused, high-level internships at investment firms, hospitals, federal government offices, and other prestigious organizations. Our professors bring real-world experience into the classroom to combine theory and practice, providing quality individual and seminar-style mentoring.

The School Health Sciences

Students admitted to the School of Health Sciences participate in programs including medical imaging, public health, social work, and occupational therapy.

The Richard and Sheila Young School of Nursing

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 Young School of Nursing is committed to the education of nurses from the Undergraduate through the Doctoral level. The faculty believes that multiple levels of nursing practice exist. The nursing education program at Regis College provides the structure for multiple entry and exit points along the continuum of the nursing profession, beginning with the associate degree and continuing through the doctoral degree. The program builds a solid foundation for future endeavors in professional development and educational mobility. The nursing programs are approved by the Massachusetts Board of Registration in Nursing and are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Theresa Wood Lavine Division of Professional Studies

Today's Workforce. Tomorrow's Skills.

Health Care and Information Technology certificates from the Theresa Wood Lavine Division of Professional Studies at Regis College prepare students to take industry-recognized certification exams, enhance existing skills, acquire new ones, and improve their career prospects. These programs also can quickly add value, including an estimated 13 to 25 percent increase in salary (*Forbes*).

Regis' expertise in nursing and health care – driven by our strong values and mission – prepares graduates of all our programs to effect positive change and help make the world a better place.

Certificate Descriptions

HEALTHCARE CERTIFICATIONS

TITLE: EKG Technician Certificate

CERTIFICATE DESCRIPTION:

This program covers topics and processes critical to conducting and interpreting electrocardiograms (EKGs). To begin, learners will review the anatomy and physiology of the heart. From there, learners will go on to explore the technology used such as the EKG machine. Next, participants will learn how to interpret a rhythm strip. And finally, learners will discover the details of a myocardial infarction. Successful completion of this program will help prepare learners to perform the role of EKG technician.

COURSE LENGTH: 2-4 months

TIME COMMITMENT: 16 Hrs. a week

Total Clock Hours: 780

Total Practical Training Hours: 156

Total Instructional Hours: 624

TITLE: Allied Health Professional Certificate

CERTIFICATE DESCRIPTION:

This certificate allows you to gain the skills and knowledge you need to launch your rewarding career in health care. With your Allied Health Care Professional Certificate, you'll be prepared to explore a variety of roles in hospitals, clinics and other health care and wellness settings. Allied Health Care Professionals are equipped to deliver services including identification, evaluation and prevention of diseases, as well as dietary and nutrition services, rehabilitation and health systems management. Allied Health care is an ideal introduction to the field of medicine.

COURSE LENGTH: 33 Weeks

TIME COMMITMENT: 20 hrs./ week

Total Clock Hours: 528

Total Practical Training Hours: 105.6

Total Instructional Hours: 422.4

TITLE: Clinical Medical Assistant

CERTIFICATE DESCRIPTION:

This certificate prepares learners to assist physicians by performing functions related to the clinical aspects of a medical office. Instruction includes preparing patients for examination and treatment, routine laboratory procedures, pharmacology, taking and documenting vital signs, technical aspects of phlebotomy, the 12-lead EKG and the cardiac life cycle. The Clinical Medical Assisting certification course prepares learners to assist physicians by performing functions related to the clinical aspects of a medical office.

COURSE LENGTH: 4-6 months

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 780

Total Practical Training Hours: 156

Total Instructional Hours: 624

TITLE: Health Information Technology

CERTIFICATE DESCRIPTION:

This certificate provides a foundation of health information concepts and prepares learners to support health information technology systems used to store, share, and analyze health information in the healthcare environment. Areas of health information technology include the electronic health record, personal health records, electronic prescribing, and the privacy and security requirements for these electronic systems.

COURSE LENGTH: 4-6 months

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 350

Total Practical Training Hours: 70

Total Instructional Hours: 280

TITLE: Medical Administrative Assistant

CERTIFICATE DESCRIPTION:

This certificate covers information on the medical assisting profession, interpersonal skills, medical ethics and law, medical terminology, basics of insurance billing and coding, telephone techniques, scheduling appointments, medical records management and management of practice finances. It prepares learners to function effectively in many of the administrative and clerical positions in the healthcare industry.

COURSE LENGTH: 4-6 months

TIME COMMITMENT: 20 hrs./ week

Total Clock Hours: 780

Total Practical Training Hours: 156

Total Instructional Hours: 624

TITLE: Medical Coding and Billing

CERTIFICATE DESCRIPTION:

This billing and coding program offers the skills needed to perform complex coding and billing procedures. The program covers: CPT (Introduction, Guidelines, Evaluation and Management), specialty fields (such as surgery, radiology and laboratory), the ICD-10 for both diagnosis and procedure coding, and basic claims processes for insurance reimbursements.

COURSE LENGTH: 4-6 months

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 350

Total Practical Training Hours: 70

Total Instructional Hours: 280

TITLE: Patient Care Technician

CERTIFICATE DESCRIPTION:

This certificate provides a solid foundation in the principles of patient care, including infection control, mobility support, monitoring of vital signs and personal hygiene assistance. Through learning to support patients' physical and emotional needs, you'll be prepared to provide exceptional care in hospitals, nursing homes, clinics and other health care facilities.

COURSE LENGTH: 4-6 months

TIME COMMITMENT: 20 hrs./ week

Total Clock Hours: 350

Total Practical Training Hours: 70

Total Instructional Hours: 280

TITLE: Pharmacy Technician

CERTIFICATE DESCRIPTION:

This certification prepares learners to enter the pharmacy field and take the Pharmacy Technician Certification Board's PTCB exam. Content includes pharmacy terminology, reading and interpreting prescriptions, defining generic and brand names drugs, and more.

COURSE LENGTH: 2-4 months

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 350

Total Practical Training Hours: 70

Total Instructional Hours: 280

TITLE: Physical Therapy Aide

CERTIFICATE DESCRIPTION:

This certification allows students to work hand-in-hand with physical therapists to provide support to patients recovering from injuries, illnesses or surgeries. Students are eligible to take the Physical Therapy Technician/Aide Certification (PTTC) exam sponsored by the American Medical Certification Association (AMCA) and the Certified Medical Administrative Assistant (CMAA) exam sponsored by the National Healthcareer Association because of this certification.

COURSE LENGTH: 4 –5 Months

TIME COMMITMENT: 16 hrs./ week

Total Clock Hours: 288

Total Practical Training Hours: 57.6

Total Instructional Hours: 230.4

TITLE: Sterile Processing Technician

CERTIFICATE DESCRIPTION:

This certificate teaches students how to clean, decontaminate, disinfect and sterilize all the equipment used in medical facilities and ensure that patients receive safe and effective care.

COURSE LENGTH: 2-4 Months

TIME COMMITMENT: 16 hrs./ week

Total Clock Hours: 350

Total Practical Training Hours: 70

Total Instructional Hours: 280

IT CERTIFICATIONS

TITLE: AI Engineer

CERTIFICATE DESCRIPTION:

This certificate equips you with the cutting-edge skills to be at the forefront of the AI revolution. It was developed in collaboration with IBM, our Artificial Intelligence (AI) Engineer Program was built to help you master the concepts of data science, artificial intelligence, machine learning, deep learning, Python programming language, artificial neural networks, and the layers of data abstraction — all the skills required to start a career as an Artificial Intelligence Engineer.

COURSE LENGTH: 11 Months

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 450

Total Practical Training Hours: 90

Total Instructional Hours: 360

TITLE: Cloud Computing (Cloud+)

CERTIFICATE DESCRIPTION:

This Cloud Computing Certification certificate program prepares students to maintain cloud-based solutions across a diverse range of systems and platforms. Students learn how to evaluate cloud service models, configure secure cloud solutions, optimize performance, manage risks, and implement disaster recovery solutions. Upon completion of the program, students are prepared to take the CompTIA Cloud+ Certification exam.

COURSE LENGTH: 3 Weeks

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 48

Total Practical Training Hours: 9.6

Total Instructional Hours: 38.4

TITLE: Cloud Technology Professional

CERTIFICATE DESCRIPTION:

The Cloud Technology Professional certification is recommended for experienced IT professionals looking to expand in their role, gain more earning power and demonstrate proficiency in cloud computing. Upon completion, students are eligible to take the Cloud+ and the AWS Certified Solutions Architect-Associate certification exams.

COURSE LENGTH: 9 Weeks

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 144

Total Practical Training Hours: 28.8

Total Instructional Hours: 115.2

TITLE: Cyber Security Expert

CERTIFICATE DESCRIPTION:

This certificate upon completion, students are eligible to earn an industry-leading Certified Ethical Hacker (CEH) certification.

COURSE LENGTH: 11 Months

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 450

Total Practical Training Hours: 90

Total Instructional Hours: 360

TITLE: Cyber Security Analyst

CERTIFICATE DESCRIPTION:

The Cybersecurity Analyst online certificate program provides students with the skills to combat newer approaches to cyber-attacks. Students learn how to configure and use threat detection tools, perform data analysis, and interpret the results to identify vulnerabilities, threats and risks to an organization, with the end goal of securing and protecting applications and systems within an organization.

COURSE LENGTH: 2 Weeks

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 32

Total Practical Training Hours: 6.4

Total Instructional Hours: 25.6

TITLE: Digital Marketing Specialist

CERTIFICATE DESCRIPTION:

The Digital Marketing Specialist certification provides students with in-depth knowledge of the top digital marketing fields needed to thrive in any modern industry: search engine optimization (SEO), content marketing, social media marketing, and mobile marketing. Upon completion, students are eligible to take the Meta Certified Digital Marketing Associate exam.

COURSE LENGTH: 8 Months

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 450

Total Practical Training Hours: 90

Total Instructional Hours: 360

TITLE: Fundamentals of IT

CERTIFICATE DESCRIPTION:

The CompTIA IT Fundamentals+ Certification exposes students to the technologies and skills needed to support hardware and software needs in a professional setting. Students learn essential competencies such as troubleshooting, risk management, compliance, software integration, and more. At the conclusion of this course, students are ready to take the CompTIA IT Fundamentals+ FC0-U61 exam to earn their national certification.

COURSE LENGTH: 3 Weeks

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 48

Total Practical Training Hours: 9.6

Total Instructional Hours: 38.4

TITLE: IT Helpdesk Administrator

CERTIFICATE DESCRIPTION:

The IT Help Desk Administrator Certification provides students with the knowledge on how to install, build, upgrade, repair and configure computers and how to troubleshoot, diagnose and prevent various technical problems. Upon completion, learners will be prepared to take the CompTIA A+ 220-1101 and CompTIA A+ 220-1102 and Network+ N10-008 certification exams.

COURSE LENGTH: 24 Weeks

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 192

Total Practical Training Hours: 38.4

Total Instructional Hours: 153.6

TITLE: IT Network Technician

CERTIFICATE DESCRIPTION:

The CompTIA Network+ Certification course equips you with the knowledge and expertise required to excel in network administration and support roles from implementing and managing wired and wireless networks to securing network devices and troubleshooting connectivity problems. At the completion, students are prepared to take the CompTIA Network+ Exam N10-008 for national certification.

COURSE LENGTH: 6 Weeks

TIME COMMITMENT: 12 - 20 hrs./ week

Total Clock Hours: 96

Total Practical Training Hours: 19.2

Total Instructional Hours: 76.8

TITLE: IT Security Specialist

CERTIFICATE DESCRIPTION:

The IT Security Specialist certificate provides students with the knowledge and expertise required to secure networks, identify vulnerabilities, implement risk mitigation techniques, and ensure data privacy. Students learn important concepts such as network security, access control, cryptography, and threat management, At the conclusion of this course, students are prepared to take the CompTIA Security+ Exam SY0-601 to earn their national certification.

COURSE LENGTH: 6 Weeks

TIME COMMITMENT: 12 - 20 hrs./ week

Total Clock Hours: 96

Total Practical Training Hours: 19.2

Total Instructional Hours: 76.8

TITLE: IT Security and Network Technician

CERTIFICATE DESCRIPTION:

The IT Security and Network Technician certification equips students with the knowledge and expertise to analyze and respond to cybersecurity threats. You will learn how to assess vulnerabilities, mitigate risks, analyze data to identify threats and vulnerabilities, implement secure networks, and more. At the conclusion, students are prepared to take both the CompTIA Network+ and Security+ exams.

COURSE LENGTH: 12 Weeks

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 192

Total Practical Training Hours: 38.4

Total Instructional Hours: 153.6

TITLE: IT Support Professional

CERTIFICATE DESCRIPTION:

The IT Support Professional Certification includes access to the CompTIA IT Fundamentals+ and CompTIA A+ programs. In the CompTIA Fundamentals of IT course, you'll learn the basics of computer hardware, software, mobile computing, networking, troubleshooting and emerging technologies. After learning how to configure operating systems and networks, manage files and help users through various computer problems, you'll be prepared to take the CompTIA IT Fundamentals certification exam.

The CompTIA A+ course exposes students to the technologies and skills needed to support a hybrid team's hardware and software needs. Students learn to keep multiple operating systems running smoothly, manage risk, ensure compliance, perform software integration, implement cryptography, deploy new technology, and prepares learners for the CompTIA A+ exam.

COURSE LENGTH: 9 Weeks

TIME COMMITMENT: 15 - 20 hrs./ week

Total Clock Hours: 48

Total Practical Training Hours: 9.6

Total Instructional Hours: 38.4

TITLE: Linux Administrator

CERTIFICATE DESCRIPTION:

The CompTIA Linux+ Certification equips students with the knowledge and expertise required to succeed as a Linux systems administrator. From troubleshooting common software and hardware issues to managing multiple operating systems; skills necessary to excel in intermediate-level Linux systems administration roles. After this course, students are prepared to take the CompTIA Linux+ Exam XK0-005.

COURSE LENGTH:

TIME COMMITMENT: 15 – 20 hrs./ week

Total Clock Hours: 64

Total Practical Training Hours: 12.8

Total Instructional Hours: 51.2

Associate Degree Programs in Partnership with Lawrence Memorial Hospital

The Lawrence Memorial/Regis College (LMRC) associate degree programs in Nursing and Radiography are no longer admitting students. The Radiography Program is currently administered on Lawrence Memorial Hospital's campus at 170 Governors Avenue, Medford, MA 02155.

The Nursing and Radiography Programs (associate of science degrees)

In 1998, the Lawrence Memorial Hospital School of Nursing, in existence since 1924, collaborated with Regis to provide an associate degree nursing program. The professional associate of science degree with a major in nursing is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and accredited by the Accreditation Commission for Education in Nursing. In 2004, the Radiography Program was started to meet the need for more radiographers for the health care industry. The Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology. In 2025, the AS degree in Nursing was moved to the Regis College campus in Weston. Students interested in applying to the AS in Nursing program should reach out to admissions@regiscollege.edu.

Location

Professional courses in radiography are held on Lawrence Memorial Hospital's campus located seven miles north of Boston. Non-radiography courses are offered through Regis College in a variety of modalities including campus-based in Weston, MA as through our Online campus. On the Regis campus, students have access to all Regis facilities including libraries, laboratories, technology centers, and athletic facilities. Since both campuses are located close to Boston, students enjoy entertainment, shopping, and dining venues, as well as historical and cultural events unique to the city.

The faculty are highly qualified both academically and professionally; all are prepared at the master's degree level. The faculty have extensive practical experience in the areas in which they teach.

Library

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

Students also have full access to the Regis campus library which facilitates access to a well-balanced collection of databases, books, eBooks, and periodicals to meet the research needs of undergraduate, graduate, and doctoral students. The Regis Library is a member of the Minuteman Library Network (MLN), a large, robust consortium. Students have access to the collections of seven local academic libraries and 36 public libraries, comprising over six million items.

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

Laboratory Facilities

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

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

Financial Aid

The LM/RC Radiography Programs offers a number of financial aid programs to help students meet their educational costs. For those who are dually enrolled (working on their AS and BS simultaneously) financial aid is distributed through LMRC. For those who are graduated with their AS and only working on their BS, a FASFA should be completed and coded to Regis College who will award financial aid to qualifying students. Questions regarding financial aid programs and opportunities may be directed to the financial aid administrator, Lawrence Memorial Hospital campus at 781.306.6652.

Accreditation

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

20 North Wacker Drive, Suite 2850
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Faculty

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• MSW, Boston College

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Frazier Beatty
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• BA, Regis College
• MA, Tufts University
• EdD, Boston University

A. Lily Macrakis
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• AB, University of Athens
• AM, Radcliffe College
• PhD, Harvard University

Leona McCaughey-Oreszak
Professor Emerita of Education
• AB, Regis College
• MAT, Salem State University
• EdD, Boston College

Sister Catherine Meade
Associate Professor Emerita of History
• AB, Regis College
• PhD, Boston College

Sister Cecilia Agnes Mulrennan
Professor Emerita of Biology
• AB, Regis College
• MS, PhD, Fordham University

Ellen W. Munley
Professor Emerita of French
• BA, Marywood College
• MA, PhD, Boston College

Joan Murray
Professor Emerita of Communication
• AB, Regis College
• AM, Tufts University
• MS, Boston University
• PhD, Indiana University

Sister Mary J. Oates
Research Professor Emerita of Economics
• AB, Catholic University of America
• AM, PhD, Yale University

Anne M. Powers
Professor Emerita of Biology
• BS, University of Massachusetts, Amherst
• PhD, Virginia Commonwealth University

Sheila Prichard
Associate Professor Emerita of Music
• BCM, BMEd, Phillips University
• MM, Boston Conservatory of Music
• DMA, Boston University

Jane A. Roman
Professor Emerita of Chemistry
• AB, Regis College
• PhD, Boston College

Paula Schneider
Associate Professor Emerita of Social Work
• BA, University of Pennsylvania
• MSW, University of North Carolina
• PhD, Northeastern University

Maria Cristina Squeff
Associate Professor Emerita of Mathematics
• BS, MS, University of Brasilia, Brazil
• MS, PhD, University of Chicago

Ana Aloma Velilla
Professor Emerita of Spanish
• Bachiller en Ciencias y Letras, Instituto de Segundo Ensenanza de Sancti Spiritus,
• Doctorado en Filosofia y Letras, Universidad de La Habana, Cuba

Mary-Anne Vetterling
Professor Emerita of Spanish
• BA, Smith College
• MA, PhD, Harvard University

Sara Chudnovsky Weintraub
Professor of Communication
• BA, University of Massachusetts, Amherst
• MA, California State University, Los Angeles
• PhD, Boston College

Applied Behav. Analysis Department

The Association for Behavior Analysis International© has approved the course sequence as meeting the coursework requirements for eligibility to take the Board- Certified Behavior Analyst Certification Examination®. Students will also need to gain 1500-2000 hours of supervised fieldwork experience in order to be eligible to take the Board-Certified Behavior Analyst Certification Examination. The on campus ABA Program has been granted accreditation through the Association of Behavior Analysis International. The field of applied behavior analysis (ABA) is based on the scientific study of learning and behavior. Students enrolled in the MS in ABA program will learn how to apply behavior analytic procedures to solve behavioral problems of social importance and improve conditions for dependent or at-risk populations. Applications of ABA are most commonly associated with special education and individuals diagnosed with developmental and intellectual disabilities (e.g., autism spectrum disorders); however, ABA also includes diverse applications such as general education, organizational behavior management, behavioral medicine, behavioral pharmacology, and exercise and health. The program is designed to prepare students to address the behavioral needs of individuals across diverse settings. A fundamental assumption underlying the ABA Program at Regis College is that students require multiple opportunities to gain practical experience to apply theory to practice. Regis prepares students to become effective practitioners through three semesters of supervised practicum at sites located in the community as well as completing a culminating thesis. The 40-credit program is designed for busy professionals with many classes occurring across 8 weeks. The ABA on ground program offers daytime, evening, and hybrid classes. The ABA online program offers asynchronous classes with optional live class meetings. Students can complete the MS in ABA program in as little as two years of full-time study. Students work closely with their advisors to tailor a path of study that will not only accommodate their schedule, but enable them to become skilled practitioners of behavior analysis. Program mission: In alignment with the mission of Regis College, we strive to uphold an inclusive and diverse Regis ABA community where every student and alumnus feels supported and connected. The ABA programs provide students with an historical and current scientific framework for interpreting and applying the science as future professionals in the field of behavior analysis, with the goal of delivering expert, socially significant service.

Programs

Certificate - Applied Behavior Analysis
MS in Applied Behavior Analysis
MS in Applied Behavior Analysis with MEDD

Courses

ABA521 - AutismSpecDiso&RelatedDisabilities
ABA523 - Child Behavior Management
ABA601 - Concepts and Principles I
ABA602 - Concepts and Principles II
ABA604 - Treatment Evaluation
ABA606 - Behavioral Assessment
ABA608 - Behavior Intervention
ABA610 - Ethical Practice in ABA
ABA612 - Verbal Behavior
ABA614 - Radical Behaviorism
ABA616 - Training and Supervision
ABA618 - Global Exp:Culturally Competent Care
ABA625 - Thesis I
ABA626 - Thesis II
ABA627 - Thesis III
ABA640 - Concepts & Principles I: Intro.
ABA642 - Concepts&Prin.II:Experimental
ABA644 - Treatment Evaluation
ABA646 - Practicum I
ABA648 - Practicum II
ABA652 - Behavior Assessment
ABA654 - Behavior Intervention
ABA656 - Ethical Practice in ABA
ABA658 - Verbal Behavior
ABA660 - Radical Behaviorism
ABA662 - Training and Supervision
ABA663 - Advanced Topics in ABA
ABA664 - Capstone I
ABA668 - Capstone II
ABA670 - Capstone III
ABA672 - Fieldwork I
ABA673 - Fieldwork II
ABA674 - Fieldwork III
ABA675 - Fieldwork Continuation I
ABA676 - Fieldwork Continuation II
ABA678 - Thesis Research 1
ABA682 - Thesis Research 4
ABA999 - Masters Thesis Continuation

Communications Department

The field of Communication is concerned with how people, businesses, organizations, and groups interact with one another and effectively share information. The Communication Department offers two bachelor's degree programs, the Bachelor of Arts in Communication and the Bachelor of Arts in Marketing and Communications, as well as a Master of Arts in Strategic Communication.

Programs

BA in Communication
BA in Marketing and Communications
Minor in Communications
Minor in International Relations

Courses

CO200 - Media Lab: The Regis Herald
CO203 - Introduction to Communication
CO204 - Effective Public Speaking
CO206 - Introd to Public Relations
CO208 - Introduction to Film Studies
CO209 - Media in the 21st Century
CO212 - Communication Professional
CO219 - Journalism
CO220A - Feature Writing
CO221 - Visual Communication
CO240 - Screenwriting
CO244 - Global Cinema & Hollywood's Shadow
CO247 - Digital Storytelling
CO302 - Film Theory and Criticism
CO303 - Horror Film & the Modern World
CO304 - Advanced Public Speaking
CO305 - Small Group Communication
CO306 - Interpersonal Communication
CO320 - Social Media
CO322 - Organizational Communication
CO332A - Comm. Across Differences
CO333 - Comm. Across Differences
CO334 - Commun in Public Relations
CO345 - Gender and Communication
CO400 - Senior Research Seminar I
CO401 - Senior Research Seminar II
CO401C - Capstone
CO500 - Journalism Workshop
CO601 - Intercultural Communication
CO603 - Communication Theory
CO606 - Organizational Communication
CO607 - Communication Research Methods
CO609 - Conflict Mgmt.& Negotiation
CO610 - Crisis Communication
CO611 - Public Relations
CO612 - Health Communication
CO616 - Integrated Marketing Comm.

CO617 - Multi Media Social Media
CO620 - Div.&Diff:Intercultural Comm.
CO620A - Comm. Across Differences
CO621 - Digital Branding & Strategy
CO622 - DataAnalytics&Research Method
CO624 - Fund of Communication Theory
CO628 - Organizational Communication
CO630 - New Multimedia Communication
CO631 - Storytelling & Engagement
CO632 - Sports Communication
CO634 - Sports Marketing& Advertising
CO637 - Sports Reporting
CO638A - Sports Capstone
CO640 - Nonprofit Communication
CO642 - Grant Writing
CO644 - Pub&Priv Disasters:CrisisComm
CO646A - Nonprofit Capstone

Counseling Programs Department

The Graduate Counseling Programs at Regis are deeply rooted in social justice values and seek to reflect the University's mission in preparing counselors, researchers, and leaders whose contributions directly and positively impact the communities they serve. The mixed-modality nature of the all Graduate Counseling Programs provides students with a robust learning environment that blends convenience with connectivity and mentorship. On-campus meetings and synchronous Zoom meetings bring practice- based experiences under the direct mentorship of experienced mental health professionals. Real time engagement will focus heavily on clinical role-play, simulations, case conceptualization, and supervision, so that students gain the most from mentorship and collaboration. In addition to direct learning, we make use of our Moodle learning management system to bring organization, convenience, and flexibility to your study time. All courses have real-time interaction with peers and faculty, whether delivered on-campus or designated as hybrid/online. Fieldwork (practicum and internship) requirements for MA in Counseling students provide an opportunity to practice counseling skills under the guidance and mentorship of seasoned clinicians, and these practical experiences allow for program and field supervisors to assess readiness for each next step in the student's development as a professional clinical mental health or addictions counselor. Students in the MA in Mental Health Research and Leadership program will have a primary focus on program evaluation, research, and the completion of a master's thesis.

Programs

Professional Certificate Transdisciplinary Addiction
MA in Counseling
MA in Mental Health Research and Leadership

Courses

CP600 - Soc.Cultural Foundation Counseling
CP604 - Theories of Counseling I
CP605 - Theories of Counseling II
CP608 - Mental Health Across Lifespan
CP610 - Prin &Techniques Counseling
CP612 - Ethical&legal Issues&consideration in Cp
CP614 - Psychopathology & Diagn Assess
CP620 - Child&Adol.PsychopathologyTherapies
CP624 - Treating the Addictions
CP625 - Expressive Therapies & Comp.Treatments
CP630 - Clin Rsch Method,Eval,Interp.
CP632 - Group Dynamics&Development
CP638 - Vocational Assess & Career Counseling
CP640 - Clinical Assessment & Eval.
CP642 - Assess & Treatment of Trauma
CP644 - Counseling LGBTQI Individuals
CP646 - Counseling Families
CP650 - Biology, Psychopharm& Health Care Collab
CP654 - Adv. Sem:Gend&MenHlth Treat Disparities
CP655 - Adv.Sem:Forensic Counseling
CP656 - Adv.Sem:Personality Disorders
CP660 - Counseling Practicum I
CP661 - Counseling Practicum II
CP680 - Advanced Practice for Addict. Profess. I
CP682 - Advance Practice Addict. Profess. II
CP686 - Addiction, Advocacy & Social Justice
CP688 - Behavioral&Process Addictions
CP690 - Clinical Internship I
CP691 - Clinical Internship II
CP692 - Mental Health Leadership I
CP693 - Mental Health Leadership II
CP694 - Research Proj & Master Thesis I
CP695 - Research Project & Master's Thesis II

Dental Hygiene Department

Dental hygiene is a medical profession in which dental hygienists assess patients for signs of oral diseases such as gingivitis and periodontitis, expose dental radiographs, clean teeth, and provide other preventive dental care. They also educate patients on ways to improve and maintain good oral health. Dental hygiene services are a treatment

to maintain or increase the overall health, well-being, and functional outcomes for individuals experiencing dental disease. The Regis College dental hygiene program is accredited by the Commission of Dental Accreditation and offers either an Associate of Science (AS) degree or Bachelor of Science (BS) degree to prepare students for this fast-growing profession. Starting in the Fall of 2026, the AS program will no longer be accepting new students. The last graduating class of AS degree students will be in the Spring of 2028. After that date, students may apply for the BS degree program.

Programs

AS in Dental Hygiene
BS in Dental Hygiene

Courses

DH001 - Clinical Board Practice
DH101 - Dental Hygiene Theory I
DH102 - Medical Emergencies
DH103 - Clinical Dental Hygiene I
DH104 - Clinical Dental Hygiene II
DH104XA - Dental Hygiene Clinic II Lab
DH104XB - Dental Hygiene Clinic II Lab
DH105 - Dental Anatomy & Histology
DH106 - Head & Neck Anatomy & Embryology
DH108 - Periodontology
DH120 - Dental Hygiene Theory II
DH148 - Dental Materials
DH148XA - Dental Materials Lab
DH148XB - Dental Materials Lab
DH170 - Dental Radiology
DH170XA - Dental Radiology Lab
DH170XB - Dental Radiology Lab
DH203 - Dental Hygiene Clinic III
DH204 - Dental Hygiene Clinic IV
DH204XA - Dental Hygiene Clinic IV Lab
DH204XB - Dental Hygiene Clinic IV Lab
DH205 - Pharmacology
DH206 - Dental Ethics & Practice Mgmt
DH207 - General & Oral Pathology
DH209 - Public and Community Health
DH213 - Dental Hygiene Theory III
DH214 - Dental Hygiene Theory IV
DH214XA - Dental Hygiene Theory IV Lab
DH214XB - Dental Hygiene Theory IV Lab
DH215 - Pain Management Lab
DH220 - Nutrition for Dental Hygienist
DH310 - Evidence-Based Decision Making
DH320 - Curriculum Methods & Material
DH330 - Curriculum Dev. & Assessment
DH332 - Online Learning Development
DH410 - Dental Hygiene Capstone
DH440 - DH Clinical Teaching Practicum

Education Department

The Education department houses undergraduate programs (licensure and non-licensure), graduate programs (MEd in Special Education, Student Success), a doctoral program (EdD), as well as certificate programs. Please see each individual program page for more details.

Programs

BA in Education
BA in Education - Initial Licensure
BA in Education-Non Licensure
Certificate- Teaching Today's College Students

Courses

ED001 - MTEL:Com.& Lit. Writing
ED001A - MTEL:Comm. & Literacy Reading
ED001B - MTEL: Comm. & Literacy Writing
ED002 - MTEL: Early Childhood
ED003 - MTEL: General Curriculum
ED006 - MTEL: History
ED007 - MTEL: English
ED008 - MTEL: Math
ED009 - MTEL:Sheltered English Immersion
ED090 - MTEL: Foundations of Reading
ED100 - Teaching & Learning Today
ED101A - Ed.Psychology:Pre-K to 2/Elem.
ED101B - Educational Psychology Mid/Sec
ED103 - Field Experience in Education
ED107 - MTEL:Comm&Lit.Writing Subtest
ED108 - MTEL:Comm&Lit.Reading Subtest
ED109 - MTEL English Literature Subtest Prep
ED110 - MTEL:Foundations of Reading
ED111 - MTEL:General Curr. Multi-Subject Prep
ED113 - General Curriculum Stem Mtel Prep
ED202 - Early Childhood/Elem School Math: Curric
ED205 - Principles & Methods Sec. Ed.
ED206 - Early Childhood Ed:Curriculum
ED207 - Early Childhood/Elementary Math: Instruc
ED208 - Children's Literature
ED210 - Early Childhood Classroom Behavior Mgmt
ED220 - Classroom Behavior Management
ED225 - Admin&sup. Early Childhood Programs
ED306 - Instructional Strategies (Sec)
ED308 - Educ Student/Special Needs
ED309 - Infant Toddler Care&Curr.
ED312 - Literacy Dev:Special Needs
ED315 - Content Area Reading Middle/Secondary
ED323 - Sheltered Eng.ImmersionTeach
ED325 - Teaching Social Studies Method
ED327 - STEM Methods
ED350 - Pre-Practicum

ED399A - Early Childhood Practicum/Sem
ED400 - Lead Teacher Practicum
ED401C - Capstone
ED401P - Practicum:Early Child Elem.
ED403 - Student Teaching & Sem: Mid/Sec
ED403C - Capstone
ED403P - Practicum: Secondary
ED403S - Seminar: Secondary
ED410 - Educational Research
ED415 - Culturally Responsive Approaches Teach
ED502 - Initial Practicum/Seminar
ED503 - Student Teaching Practicum
ED503A - Student Teaching Seminar
ED503B - Student Teaching Practicum
ED514 - Educational History & Civics
ED515 - Contemp Issues-Special Educ
ED517 - Assessment in Special Education
ED518 - Literacy Dev. Inc. Special Needs
ED518B - Field-based Experience
ED519 - Curric Adaptations:Special Ed
ED519A - CurricAdapt/SpecNeeds:ElemStu
ED519B - CurricAdapt/SpecNeeds:Sec Stu
ED519C - Curr.Adapt/DI Students Special Needs
ED520 - Children's Literature
ED521 - ClassroomMgmt:Special Needs
ED522 - Teach Eng.Lang.Learners
ED523 - Sheltered Eng.ImmersionTeach
ED524 - Sheltered Eng. Immersion Endorsement
ED602 - Practicum/Seminar
ED603 - Student Teaching Practicum
ED603A - Student Teaching Seminar
ED604 - Culturally Responsive Teaching
ED610 - Educational Research Seminar
ED611 - Clinical Practicum
ED620 - InstructionalMeth Nurs Ed
ED622 - Assessment/Eval Nurs Ed
ED700 - Support Skills for Students
ED701 - HIgher Education Law
ED702 - Assessment in Special Educati
ED704 - Bldg.Academic Learning Comm.
ED705 - Educating&Advocating Students
ED708 - History of Higher Education
ED711 - Curr.Adapt.Spec.Needs:Stu.Success
ED712 - Psychology of Learning
ED714 - Compassionate Conversations

ED716 - Assessing Today's College Stu.
ED718 - Diff.Instruction in College Classroom
ED801 - Inclusive Leadership
ED802 - Research I
ED803 - Org. Theory and Application
ED804 - Research II
ED805 - Higher Ed: Past, Pres & Future Contexts
ED806 - Research III
ED807 - Examine Career Trajectory
ED808 - Dissertation in Practiceii:lit Review
ED809 - Dissertation Practice I:Prop
ED811 - Advanced Scholarly Writing
ED812 - Special Topics:Org.Innovation
ED827 - Higher Education Law & Policy
ED829 - Problem Solve & Change Mgmt.
ED830 - Lifelong Learni & Organizational Success
ED835 - Finance in Higher Education
ED901 - Dissertation Practice III: Methodology
ED902 - Dissertation in Practice IV: Findings
ED903 - Dissertation in Practice V: Conclusion
ED903A - Dissertation in Practice V: Conclusion
ED903B - Dissertation V:Capstone
EDED 713 - Curriculum Adaptations/Differentiated Instruction in the College Setting
ID208 - Integrating Elem Curriculum I
ID510 - Nat Sci in Classroom I
ID512 - Humanities in Classroom I
ID514 - Soc Sciences in Classroom
ME507 - Elem Schl:Math Instruction
ME507B - Field-based Experience

General Education Department

The Education department houses undergraduate programs (licensure and non-licensure), graduate programs (MEd in Special Education, Student Success), a doctoral program (EdD), as well as certificate programs. Please see each individual program page for more details.

Programs

BA in Individually Designed

Courses

CC100A - Peer and Team Leadership I
CC100B - Peer and Team Leadership II
CC101A - Community Leadership Dev. I
CC102 - Leadership for Social Change
CC104 - Hashtag Social Media
CC105 - Hot Topics & Art of Civil Discourse
CC106 - Inclusive Excell:Disab.&Soc.
CC130 - Life in Rural Appalachia-Service Trip
CC200 - Regis School of Rock
CC202 - Taking Leadership to the Next Level
ID212 - Strategies for Acad Success
ID212A - Strategies for Academic Success
ID212B - English Language Learners
ID212D - Leadership for Tutoring and Mentoring
ID413 - Interdisciplinary Intern.Seminar
ID413B - Interdisciplinary Internship Seminar
ID414 - Career Mgmt .:Intent&impact
RC101 - Regis First Year Seminar

Global Business Management Department

The Department of Business Management offers undergraduate majors in business analytics, business management, digital marketing, financial planning, and supply chain management and offers two Master's degrees: the Professional MBA and the Master of Science in Product Management. In all of these programs, we emphasize practical, hands-on instruction, build problem-solving and communication skills, and stress ethical decision-making.

Programs

BA in Business Management
BS in Business Analytics
BS in Digital Marketing
BS in Financial Planning
BS in Supply Chain Management
Certificate - Financial Planning
Certificate : Digital Marketing
Certificate : Digital Marketing
Minor in Accounting/Finance
Minor in Business Management
Minor in Data Analytics
Minor in Digital Marketing
Minor in Economics
Minor in Financial Planning
Minor in Laboratory Operations Management
Minor in Supply Chain Management

Courses

EC201 - Principles of Microeconomics
EC202 - Principles of Macroeconomics
EC203 - The Global Economy
EC205 - Women in American Economy
EC208 - Economics in Film
EC305 - Money and Banking
EC314 - Macroeconomic Theory
EC323 - Managerial Economics
EC324 - Economics of Sports
EC326 - Economics of Health Care
EC328 - Intro to Environmental Econ
EC501 - Economics for Managers
EC623 - Econ of Health Care
ID327 - Managing Projects
MT200 - Stewardship in Business
MT202 - Stewardship in Organizations
MT203 - Intro. to Leadership/Mgmt
MT204 - Organizational Behavior
MT206 - Admin&Sup.Early Childhood
MT209 - Financial Accounting
MT210 - Managerial Accounting
MT220 - International Management
MT222 - Principles of Marketing
MT223 - Consumer Behavior
MT230 - Quantitat. Methods/Mgmt

MT235 - Software App. for Business
MT237 - Intro. to Business Analytics
MT251 - Management Information Systems
MT301 - General Principles of Financial Planning
MT302 - Risk Management & Insurance Planning
MT303 - Investment Planning
MT304 - Tax Planning
MT305 - Retirment Savings&Income Plan
MT306 - Estate Planning
MT307 - Capstone Financial Planning
MT311 - Gen.Prin.Financial Planning Cert.
MT312 - Risk Mgmt.&Ins.Planning Cert.
MT313 - Investment Planning
MT314 - Tax Planning
MT315 - Retirment Savings&Income Plan
MT316 - Estate Planning
MT317 - Capstone Financial Planning
MT322 - Marketing Principles
MT322A - Marketing Principles
MT330 - Business Law & Ethics
MT340 - Financial Management
MT352 - E-Commerce
MT361 - Not-for-Profit Accounting
MT375 - Data Analytic Methods
MT376 - Data Mining
MT401 - Business Strat I:theories & Concepts
MT402 - Business Strat II:App.
MT402C - Capstone
MT405 - Forecasting & Logistics
MT414A - Regis-Global Program
MT415 - Sourcing & Operations
MT417 - E-mail Marketing
MT418 - Search Engine Optimiz. & Mktg
MT420 - Marketing Strategy
MT510 - Financial Accounting
MT515 - Managerial Accounting
MT520 - Financial Decision-Making
MT540 - Financial Statement Analysis
MT545 - Intro. to Product Mgmt.
MT550 - Product Mgmt. Methodologies
MT604 - HumBehavior/Organizations
MT608 - Management Information Systems
MT611 - Leadership Systems/Strategies
MT612 - Ethical Practices
MT614 - Financial Accounting

MT614A - Financial Accounting
MT615 - Financial Accounting
MT616 - Managerial Accounting
MT621 - Marketing Strategies
MT624 - Statistics
MT660 - Data Analysis & Decision Making
MT661 - Business Comm. for Managers
MT662 - Product Dev.& Production

Health & Fitness Studies Department

Majors within the Health and Fitness Studies Department build a strong foundation for entering professional positions in the growing health, fitness, therapeutic recreation, and sport industry. Students may choose to major in exercise science, nutrition, sport management, or therapeutic recreation. Students may also choose a minor in athletic coaching, exercise science, inclusive recreation, nutrition, or sport management to complement other areas of study. A list of requirements for each major and minor is outlined more completely under the specific major heading in the catalog. Course descriptions are listed under each major within the School of Health Sciences.

Programs

BS in Exercise Science
BS in Nutrition
BS in Sport Management
BS in Therapeutic Recreation
Minor in Athletic Coaching
Minor in Exercise Science
Minor in Inclusive Recreation
Minor in Nutrition
Minor in Sport Management

Courses

ATH210 - Coaching Sports
ATH215 - Coaching Youth Sport
ATH220 - Stength,Cond,&Nutr.Prin:Coach
ATH331 - Teach,Coach & Officiate Soccer
ATH332 - Teach,coach&officiatelacrosse
ATH333 - Teach,coach&officiatevolleyba
ATH334 - Teach,Coach&OfficateBasketbal
EXS258 - Scope of Exercise Science
EXS261 - Motor Learning
EXS314 - Exercise Assessment/Lab
EXS315 - Exercise Programming/Lab
EXS355 - Psychology of Exercise&sport
EXS364 - Kinesiology
EXS370 - Biomechanics
EXS372 - Exercise:Spec.Populations/Lab
EXS373 - Exercise Physiology
EXS400 - ExercisePhysiologistCert.Prep
HFS150 - Intro.Health & Fitness Studies
HFS208 - Resp Emerg: First Aid, CPR
HFS211 - Health and Wholeness
HFS350 - Health & Human Sexuality
HFS409A - Independent Study
HFS412 - HFS Field Placement/Seminar
HFS413 - HFS Field Placement/Seminar
HFS413C - Capstone
IPE233 - Medical Terminology
IPE300A - Global Interprof.Exp.Bolivia
IPE300B - Global Interprof.Exp.N.Ireland
IPE308 - Health Informatics
NUTR103 - Introduction to Nutrition
NUTR248 - Food & Society
NUTR250 - Obesity & Body Weight Mgmt.

NUTR319 - Life Cycle Nutrition
NUTR320 - Community Nutrition
NUTR323 - Meal Plan&nutricounsel/Lab
NUTR324 - Exp. Foods & FoodPrep/Lab
NUTR325 - Food Science & Preparation
NUTR330 - Pathophysio.& Nutri.Therapy
NUTR334 - Medical Nutrition Therapy I
NUTR335 - Medical Nutrition Therapy II
PE101B - Team Sports: Soccer
PE105B - Individual Fitness
PE105C - Cardiovascular Fitness
PE201 - Pickleball
PE201A - Volleyball
PE201C - Beginning Tennis
PE201E - Beginning Yoga
PE201G - Beginning Golf
PE201N - Strength Training
PE201Q - Beginning Basketball
PE202 - Learn to Swim
PE203B - Intermediate Tennis
PE203E - Intermediate Yoga
PE203N - Interm Strength Training
PE204 - Swimnastics/Swim for Fitness
PE205A - Lifeguard Training
PE219 - Personal Fitness
PE220 - Women's Self-Defense
PE223 - Beginning Pilates
PE224 - Yoga/Pilates Fusion
PE227 - Triathlon Training
PE228 - Barre Sculpt
PE229 - Boot Camp
PE230 - Into. to Martial Arts
PE300B - Global Interprof.Exp.N.Ireland
SMT213 - Sport in Society
SMT216 - Intro. Sport Management
SMT340 - Sport Event Mgmt. & Promo
SMT342 - Sport Marketing & Technology
SMT345 - Legal Issues in Sport Mgmt.
SMT355 - Facility Dsgn,operations&mgnt
SMT356 - Athletic Admin.&Sport Gov.
THR200 - Foundations of Therapy Rec.
THR203 - Leadership Dev AdaptiveSport
THR206 - Practicum in Recreational Therapy
THR209 - Disabling Condition Hlth&function
THR212 - Assess, Plan and Document THR

THR215 - Implementation &evaluation in Tr
THR218 - Facilitation Techniques for Adults
THR219 - Facilitation Tech. Child/Adol. Facilitation Techniques: Child & Adol.
THR303 - Mgmt.Theraputic Mgmt of Therapeutic Recreation Services
THR400C - Therapeutic Rec: Capstone
THR402 - Internship Therapeutic Rec.

Health Administration Department

Program Vision: The Graduate Program in Health Administration prepares health care managers to be innovative leaders and change agents in health care organizations and society. Mission Statement: The Graduate Program in Health Administration educates a diverse student population to be future health care leaders and managers though the achievement of key leadership and management competencies that will improve access to quality, cost-effective health care to diverse communities, populations, and individuals. Program Focus and Curriculum: The Master of Science in Health Administration is designed to develop highly effective health care managers and leaders through a program of study focused on the critical ethical, legal, social, policy, management, and leadership issues in health administration and through a hands-on field experience in a health care setting. It consists of thirty-six credits of study (twelve three-credit courses total). The field experience requirement may be waived if the student has at least two years of experience in health care administration, with at least one year in a management role, subject to the approval of the program director. The Graduate Program in Health Administration is a fully online, asynchronous program that typically takes 2 years to complete. Two courses are taken per semester for 6 semesters (fall, spring, summer). The program director may approve a heavier course load.

Courses

HP601 - Health Ethics & Law
HP602 - Concepts in Health Admin.
HP603 - Adv.Wrt.Health Professions
HP608 - Health Care Quality Management
HP609 - Hlth Policy, Polit, Perspective
HP611 - Mgmt. Accounting in Health Care
HP614 - Financial Analysis Health Admin.
HP619 - Researchmethods:hlthprofessions
HP620 - Field Experience:Health Admin
HP622 - Economics of Health Care
HP623 - Geront:MultidisciplinaryScience
HP626 - Soc.Pol.Econ.Perpec in Geront
HP629 - Chronic Illness & Aging
HP632 - Gerontology/Geriatric Mentorship
HP635 - Health Information Systems
HP638 - Strat .Leadership in Hlth Info
HP641 - Health Info.Systems Mentorship
HP643 - Database Design & Dev.for Healthcare
HP645 - Science of Integrative Health
HP648 - Strat.Mgmt.Health Care Org.

Health Sciences Department

Health Sciences

Courses

HS400C - Capstone
ID180 - Rural Health Issues
ID182 - Foundations of Chinese Medicine
ID228 - Challenge of Wellness

Humanities Department

The Department of Humanities offers majors in Criminal Justice, English, and Interdisciplinary Studies in the Humanities with specializations in Cultural and Ethnicity Studies; History, Politics, and Global Studies; Medical Humanities; Religious Studies and Philosophy; Creative and Performing Arts; and Digital Humanities & Media Studies. Education students who dual major in Humanities also have specialized tracks available to them, including Education in the 21st century and Teaching the Humanities.

Programs

BA in Criminal Justice Studies
BA in English
BA in Interdisciplinary Studies Humanities
BA in Interdisciplinary Studies Humanities Accelerated
Certificate: Restorative Justice
Minor in Criminal Justice Studies
Minor in English
Minor in History
Minor in Latin American Studies
Minor in Political Science
Minor in Religious Studies
Minor in Sociology
Minor in Spanish
Minor in Theater
Minor in Women's and Gender Studies
Minor in Writing

Courses

AH201 - Intro. to Art History
AH303 - 19th Century Art
AH304 - Modern Styles
AH306 - Renaissance and Baroque Art
AH313 - American Art
AR221 - Basic Drawing
AR222 - Basic Design
AR304 - Modern Styles
AR310 - Life Studio: Human Figure
AR313 - American Art
AR315 - Adv. Drawing for Illust. I
AR321 - Painting Techniques I
AR333 - Watercolor Painting
CJ30X - Restorative Justice in Education
CJ50X - Restorative Justice in Education
CJ100 - Intro to Criminal Justice
CJ101 - Law Enforcement
CJ102 - Criminal Law
CJ200 - Corrections
CJ201 - Courts
CJ202 - Criminology
CJ288 - Intro.to Forensic Science/Lab
CJ300 - Homeland Security
CJ301 - Criminal Procedure
CJ302 - Rethinking Justice

CJ302A - Intro to Resorative Justice
CJ304 - Restorative Justice in Education
CJ306 - Rest. Justice: Resources,tools,practices
CJ402 - Senior Seminar: Criminal Justice
CJ402C - Capstone
CJ502A - Intro. to Restorative Justice
CJ504 - Restorative Justice in Education
CJ506 - RJ: Resources, Tools & Practices
DA201 - Introd to Dance
DA204 - Movement/Physical Theatre
EN105 - Reading,Thinking, & Writing I
EN106 - Reading,Thinking,&Writing II
EN107 - Intro. to Literature I
EN108 - Intro. to Literature II
EN109 - Honors English
EN202 - Publishing Hemetera-RC Literary Journal
EN204 - Us Story:migration & Immigration
EN205 - Major British Writers I
EN206 - British Writers: 1660-1945
EN207 - Chaucer in Context
EN208 - 19th Century British Novel
EN209A - Creative Writing
EN210 - Poetry Workshop
EN210B - Fiction Workshop
EN211 - Writing About Texts
EN218 - Traditions African-Amer Literature
EN222 - King Arthur & Chivalric Tradition
EN223 - The Art of Persuasive Writing
EN224A - Classical Mythology
EN227 - Writing with Style
EN228 - U.S. Literature I: Early-1865
EN229 - US Literature II:1865-Present
EN230 - Creative Nonfiction Workshop
EN231 - Writing in Place:Travel Memoirs
EN232 - InteractiveFiction&GameDesign
EN233 - Literature and Technology
EN234 - The Body in Literature
EN236 - Foundations of Literature
EN288A - Tolkien & Quest for Meaning
EN303 - Living Literature
EN304 - Study Abr: Literary Studies
EN306 - American Lit. Landscape
EN309 - Studies in Postcolonialism
EN311 - Shakespeare:Histories/Comedies
EN311A - Shakespeare I: Justice& Law

EN312A - Shakespeare II
EN316 - Romance, Empire, Innovation
EN320 - Modern Drama
EN321 - American History Thru Poetry
EN323 - Donne and Milton
EN323A - Spenser and Milton
EN325 - Latinx Writers in the Us
EN329 - Writing forChange in Comm.
EN330 - History of the English Lang.
EN334 - Writing and Healing
EN335 - Cont.WomenWriters:20th Century to Pres
EN337 - Literature, Atrocity & Distopia
EN338 - Modernisms
EN348 - American Narratives/Identity
GD241 - Graphic Design I
GD299 - Transfer Credit Elective
GD341 - Design for Print Media
GD342 - Design with Time Based Media
HI103 - US History through Civil War
HI104 - US History:1865-Present
HI107 - Ancient World:Birth-Rebirth
HI108 - Europe & World after 1500
HI111 - Pre-Colombian Civ.to Independence Wars
HI112 - Modern Latin America: Ind.War-Present
HI200 - Ethnohistory
HI211 - Women in American History
HI290 - Think,Learn,Do:Writing for Liberal Arts
HI301 - Historiography and Methods
HI307 - Intellectual History
HI308 - The Medieval Vision
HI310 - Culture&Society in Early Amer.
HI322 - Birth of Ital. Renaissance
HI348 - American Narratives/Identity
HI350 - Hist.Mediterranean Culture
HI354 - Ethnicity in Mod.Amer.Culture
HI379 - The Culture of Fashion
HI408B - Vera Laska Colloquium
HI408BC - Capstone
HI412 - Adv.Prac.In Professional Hist
HI508B - Colloquium: Interdisciplinary Studies
HI512 - Adv.Prac.In Professional Hist.
HI601 - Fieldwork Methods
ID110 - Exploring Humanities
ID116 - Complex Problems I
ID219 - Reading and Translation

ID219B - Co-Curricular :Food & Culture
ID220 - Environmental Justice in World Lit
ID221 - Digital Photography I
ID222 - Exploring the Human Spirit
ID234 - Digital Scholarship
ID238 - Myth,Folklore&OralTradition
ID240 - Popular Culture American Soc.
ID241 - Screenwriting
ID244 - GlobalCinema&Hollywood'sShadow
ID247 - Digital Storytelling
ID304 - Exploring Ethics
ID308 - The Medieval Vision
ID309 - Methods of Social Research
ID320 - Environ. Justice World Literature
ID323 - Photo II: Adv.Techniques
ID330 - Contrib. Common Good
ID545 - Museum Practicum II
IT101 - Introductory Italian
IT102 - Introductory Italian
IT205 - Contemp.Italy Through Film
LG201 - Law & Government: Introd
MS201 - Intro Museum Studies I
MS202 - Intro Museum Management
MS501 - Intro. to Museum Studies
MS502 - Intro. Museum Management
MU103 - Understand & Create Music I
MU104 - Understand & Create Music II
MU208 - History of Rock and Roll
MU209 - Class Piano I
MU210 - Class Piano II
MU215 - Music,Health& Wholeness
MU218 - Global Music
MU300 - Instrumental Music Ensemble
MU306 - Women and Music
MU307 - Symphonic Music
MU308 - Musical Theatre
MU309 - Music at the Movies
MU315 - Glee Singers
MU315A - Music & Culture ThroughTravel
MU316 - Glee Singers
MU320 - Chamber Singers
MU333 - Twentieth Century Music
MU409 - Indiv.Study in Applied Music
PG100 - Intro Portuguese Hlth Sciences
PH101 - Introd. to Philosophy I

PH103 - Philosophy and Literature
PH104 - How We Think:An Intro.to Logic
PH201 - History of Western Philosophy
PH304 - Philosophy of Sport
PO201 - Introd.to Political Science
PO210 - American Politics:Introd.
PO211 - Comparative Politics:Introd.
PO212 - Political Theory:Introd.
PO230 - Internat'l Relations:Introd
PO231 - Human Rights
PO310 - Supreme Court & Constitution
PO311 - First Amendment
PO315 - American Political Thought
PO316 - Public Policy Analysis
PO323 - Comparative Ideologies
PO324 - State and Local Government
PO325 - Genocide,Ethn.Conflict & Natl
PO329 - Criminalistics
PO330 - Foreign Policy
PO331 - Comp Colonialism & Polit Devel
PO333 - International Pol.Econ.;Intro.
PO336 - International Law
PO337 - International Organizations
PO345 - Politics of Developing Nations
PO351 - WarPol&International Security
RS100 - Theology
RS102 - Religious Quest for Meaning
RS107 - Jesus: Myth & Reality
RS110 - Techniques: Spiritual Growth
RS112 - Concept of Love
RS130 - Cultivating the Inner Spirit
RS201 - Old Testament
RS202 - New Testament
RS206 - Comparative Religion
RS208 - Stories of Belief
RS211 - Religion and Society
RS215 - Catholicism: Cont. Persp.
RS216 - The Meaning of Faith
RS219 - Religion and Science
RS280 - Spirituality & Community Serv
RS304 - Symbol & Ritual in Human Life
RS308 - The Medieval Vision
RS309 - Religious Hope & the Future
RS317 - Pluralism:One God,Many Faiths
RS318 - Women and Religion

SO201 - Introduction to Sociology
SO205 - Social Problems
SO213 - Cultural Anthropology
SO260 - Peace in New Millennium
SO280 - Spirituality & Comm. Service
SO303A - Oppress/Prejud/Discrimination
SO324 - Juvenile Delinquency
SO335 - Technol, Envir & Society
SO354 - Women in Society
SO355 - Sociology of Health & Illness
SO367 - Gender Roles
SP100 - Intro.Spanish for Hlth Sciences
SP100X - Experiential Learn:Intro.SP
SP101 - Intro Spanish Lang/Cult I
SP102 - Intro Spanish Lang/Cult II
SP200 - Interm Spanish for Hlth Sciences
SP200X - Experiential Learn:Interm.SP
SP201 - Intermed Spanish Lang/Cult I
SP202 - Intermed Spanish Lang/Cult II
SP203 - Intro. to Spanish Literature
SP205 - Hispanic Culture
SP206 - Hispanic Culture 20th-21st C
SP300 - AdvSpanish for HealthSciences
SP300X - Experiential Learn:Adv.SP
SP301 - Reading Seminar
SP305 - Adv Span Grammar & Composition
SP306 - Advanced Conversation
SP307 - Theater: Golden Age to Present
SP308 - Spanish Writers: 19th Century
SP311 - Latin American Literature
SP312 - Latin American Literature
SP314 - Latin American Cinema Global Context
SP318 - Spanish Literature :20th Cent-Present
SP320 - Environ. Justice World Literature
SP325 - Latinx Writers in the Us
TH201 - Oral Interpretation
TH203 - Introd. to Theatre
TH206 - Women in Theatre
TH207 - Acting
TH208 - Musical Theatre
TH216 - World Theatre in Its Context
TH311 - Oral History & Performance
TH322A - Theatre Practicum Special Top:Theatre Practicum
TH325 - Drama as Learning Medium
TH327 - Museum Theatre

WS201 - Intro to Women's Studies
WS205 - Women in American Economy
WS409A - Independent Study

Medical Imaging Department

Medical imaging is a unique field that blends together many different disciplines. Having a strong liberal arts background with science is critical for the success in medical imaging. There are three majors that students will choose from, and each of the programs/majors has specific admission requirements. The traditional undergraduate programs are Diagnostic Medical Sonography and Nuclear Medicine. The department also offers three additional programs for individuals already certified in Medical Imaging. See the Institute of Advancing Studies section for three of those programs, which are the Breast Imaging, Interventional Radiology, and Degree Completion programs - all leading to a Bachelor of Science degree in medical imaging sciences.

Programs

AS in Radiography
BS in Diagnostic Medical Sonography
BS in Medical Imaging
BS in Nuclear Medicine
Certificate - Breast Imaging
Certificate - Interventional Radiology

Courses

COT390 - Computed Tomography Pract. I
COT391 - Computed Tomography Pract. II
DMS250 - Introduction to Sonography
DMS253 - Sectional Sonography I
DMS254 - Sonographic Principles & Instrument I
DMS256 - Scanning Laboratory I
DMS258 - Sonography and Patient Care
DMS261 - Sectional Sonography II
DMS262 - Sonographic Principles & Instrument II
DMS264 - Scanning Laboratory II
DMS266 - Hemodynamics & Doppler Sonography
DMS351 - Abdominal & Subspecialty Sonography I
DMS352 - OB/GYN Sonography I
DMS354 - Vascular Sonography I
DMS356 - Scanning Laboratory III
DMS358 - Clinical Practicum I
DMS361 - Abdominal & Subspecialty Sono II
DMS362 - OB/GYN Sonography II
DMS364 - Pediatric Sonography
DMS366 - Clinical Practicum II
DMS368 - Clinical Practicum III
DMS370 - Vascular Sonography II
DMS450 - OB/GYN Sonography III
DMS452 - Vascular Sonography III
DMS454 - Breast Sonography
DMS456 - Musculoskeletal Sonography
DMS458 - Clinical Practicum IV
DMS460 - DMS Capstone & Research Meth
DMS460C - Capstone
DMS462 - Fetal Echocardiography
DMS464 - Clinical Practicum V
MI101 - Exploring Medical Imaging
MI305 - Interventional Radiology I
MI306 - Interventional Radiology II
MI307 - Interventional Radiology III

MI310 - Breast Imaging I
MI311 - Breast Imaging II
MI312 - Breast Imaging III
MI330 - Radiation Protection & Biology
MI340 - Clinical BI Internship I
MI341 - Clinical BI Internship II
MI342 - Clinical BI Internship III
MI350 - Clinical Medial Imaging Intern.I
MI351 - Clinical Medical Imaging Internship II
MI352 - Clinical Medical Imaging Internship III
MI400 - Prof. Practice in Imaging
MI402 - Nuclear Medicine Essentials
MI408 - Leadership in Medical Imaging
MI450 - NM Review and Practice
MI460 - Nuclear Med. Procedures & Technology
MI462 - Computed Tomography
MI465 - Radiation Science & Instrumentation
MI468 - Clinical Internship I
MI468A - Clinical Internship I
MI469 - Clinical Internship II
MI469A - Clinical Internship II
MI470 - Cross Sectional Imaging
MI471 - Nuclear Medicine Critique
MI471C - Capstone
MI472 - Radiopharmacy & Pharmacology
MI473 - Quality Mgmt.In Medical Imaging
MI475C - Capstone
MI476C - Capstone
MI477 - Research Methods
MI478 - Molecular Imaging
MI479 - Nuclear Cardiology
MI480 - Clinical Internship III
MI480A - Clinical Internship III
MI601 - Advanced Imaging Techniques
MI605 - Preclinical Imaging Research
MI610 - ResearchReg&Quality Imaging
MI630 - MIT Seminar:Topics I
MI640 - MIT Seminar:Topics II
MI650 - Patho.Across Radio.Modalities
MI651 - Molecular ImagingSem:Topics I
MI680 - Imaging Research Field Exp.
MR631 - Adv.Radiation Bio.&Protection
MR632 - Advanced Radiation Physics
NM4XXX - Clinical Internship III
NM350 - Nuclear Medicine Essentials

NM399 - Independent Study
NM401 - NM Procedures&Technology
NM406 - Instrumentation I
NM409 - Rad.Phy.Bio & Protection
NM410 - Radiopharmacy and Pharmacology
NM415 - Nuclear Cardiology
NM420 - Molecular Imaging
NM430 - Applied Nuclear Med. Lab I
NM431 - Applied Nuclear Med. Lab II
NM440 - Global Trends in Nuclear Med.
NM450A - Clinical Internship I
NM451A - Clinical Internship II
NM452A - Clinical Internship III
NM452AC - Capstone
NM452B - Clinical Internship III
NM453 - Clinical Internship IV
NM460 - Nuclear Medicine Critique
NM470 - Nuclear Medicine Seminar
NM470C - Capstone
NM995 - Nuclear Med.Tech.Certification

Neuroscience Department

The Neuroscience program engages majors and minors in the exciting and rapidly progressing interdisciplinary field of neuroscience. In this program, students learn about the brain, behavior and neuroscientific processes from multiple perspectives including health sciences, physiology, anatomy, pharmacology, imaging, animal behavior and data collection and analysis. This interdisciplinary approach allows students to explore the nervous system from the level of molecules up to memory and emotions. Students hone critical thinking and writing and communication skills through analysis of the newest breakthroughs and trends in neuroscience. Coursework culminates in a research experience, in which students gain an in-depth knowledge of a specific topic in neuroscience through one-on-one mentorship with a faculty member or research supervisor.

Programs

BS in Neuroscience
Minor in Neuroscience

Courses

NEU201 - Intro.to Neuroscience/Lab
NEU210 - Philosophy of the Mind
NEU322 - Sensory Systems and Perception
NEU323 - Learning and Memory
NEU324 - Drugs,Brain & Behavior
NEU325 - Social Neuroscience
NEU327 - Molecular Neuropathology
NEU403 - Neuroscience Research I
NEU404 - Neuroscience Research II
NEU404C - Capstone

Nursing Department

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 Young School of Nursing is committed to the education of nurses from the Undergraduate through the Doctoral level. The faculty believes that multiple levels of nursing practice exist. The nursing education program at Regis College provides the structure for multiple entry and exit points along the continuum of the nursing profession, beginning with the associate degree and continuing through the doctoral degree. The program builds a solid foundation for future endeavors in professional development and educational mobility. The nursing programs are approved by the Massachusetts Board of Registration in Nursing and are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Programs

AS in Nursing
AS in Nursing
BS in Nursing
BS Direct Entry Masters (BS to MS)
BS in Nursing Accelerated 16 Months
BS in Nursing (RN to MSN)
BS in Nursing (RN to BS Completion Pathway I)
BS in Nursing (RN to BS Completion Pathway II)
BS in Nursing Accelerated 24 Months
MS in Nursing - Pediatric NP (Online)

Courses

ID560 - Foundations of Telehealth
ID561 - Telehealth Professional Practi
ID562 - Management of Telehealth
NU100C - Psych/Mental Health Nurs (eq)
NU101D - Fundamentals Nursing Practice
NU101DAST - Advance Standing Test NU 101D
NU101E - Fundamentals Nursing Practice
NU101EAST - Advance Standing Test NU101E
NU102D - Adult Nursing Practice
NU102DAST - Advance Standing Test NU102D
NU102E - Adult Nursing Practice
NU102EAST - Advance Standing Test NU102E
NU201 - Intro to Nursing
NU201D - Family-Focused Nursing Practice
NU201E - Family-Focused Nursing Practice
NU202D - Comprehensive Nursing Practice
NU202E - Comprehensive Nursing Practice
NU304 - Health Assessment in Nursing
NU304A - Health Assessment in Nursing
NU304B - Health Assessment for Nursing
NU304C - Health Assessment for Nursing
NU304E - Health Assessment
NU305A - Foundations of NU Practice
NU320B - Pharmacology for Nursing
NU320C - Pharmacology for Nursing
NU320E - Clinical Pharmacology
NU321 - Nursing Care of Aging Adult
NU321A - Nursing Care of Aging Adult
NU321B - Nursing Care of Aging Adult
NU321E - Nursing Care of Aging Adult
NU322A - Clinical Pharmacology I

NU323A - Clinical Pharmacology II
NU324 - Professional Nursing
NU324A - Professional Nursing
NU324B - Professional Nursing
NU324E - Professional Nursing
NU325 - Acute Care Nursing
NU325A - Acute Care Nursing
NU325B - Acute Care Nursing
NU325E - Acute Care Nursing
NU333A - Psychiatric/Mental Hlth NU
NU333B - Psych/Mental Health
NU333E - Psychiatric/Mental Hlth NU
NU340 - Community Nursing
NU340A - Comm.Public & Pop. Health NU
NU340B - Comm.Public & Pop. Health NU
NU340E - Comm.Public & Pop. Health NU
NU345A - Complex Care Nursing
NU345AC - Capstone
NU345B - Complex Care Nursing
NU345BC - Capstone
NU345E - Complex Care Nursing
NU347 - Maternal Child/Family Nursing
NU347A - Maternal Child Nursing
NU347B - Maternal Child Nursing
NU347E - Maternal Child Nursing
NU348 - Contemp. Topics in Healthcare
NU349 - Hlth Assessment & Diagnostic Measure
NU350 - Evidence Informed NU Care
NU402 - Informatics for Nursing
NU403 - Evidence for Clinical Pract.
NU403A - Evidence for Clinical Pract.
NU403B - Evidence for Clinical Pract.
NU403E - Evidence for Clinical Practice
NU404 - Concept&Challenges for Prof.Practice
NU405 - Transition to Professional Practice
NU406 - Intro.Critical Care Nursing
NU408A - Transition to Professional Practice
NU408B - Transition to Professional Practice
NU408D - Transition to Professional Practice
NU408E - Transition to Professional Practice
NU408EL - Lab Transition to Prof. Practice
NU445 - Emerging Trends in Population Health
NU446 - NU Leadership & Transition to Practice
NU447 - Capstone
NU500 - Nursing Graduate Elective

NU510 - Community Based Nursing
NU601 - Nursing Theory
NU601B - Nursing Theory
NU601D - Nursing Theory
NU601E - Nursing Theory
NU605 - Concepts Nurs Leadership
NU605D - Concepts Nurs Leadership
NU605E - Concepts Nurs Leadership
NU606 - Adv Pathophysiology
NU607 - Perioperative Nursing
NU607X - Periop. Lab
NU608 - Perioperative Nurse Practicum
NU612 - Org/Struct Nurs Leadership
NU613 - RN First Assist
NU614 - RN First Assist Practicum
NU621D - Nursing Care of Aging Adult
NU622 - Treating the Addictions
NU623 - Regul Issues:Nurs Leadership
NU624D - Professional Nursing
NU625D - Acute Care Nursing
NU627 - Mentorship for the Nursing Leader
NU629 - AdvHlth.Promotion&DiseasePrev
NU631 - Scientific Inq.Evidence Based
NU631B - Scientific Inq.Evidence Based
NU631D - Scientific Inq.Evidence Based
NU633D - Psych/Mental Health
NU635 - Complementary Therapies
NU636 - Instructional Method Nurs Ed
NU637 - Assessment/Eval Nurs Ed
NU638 - Concepts Case Mgt Care Coord.
NU639 - Adv.Concepts in Case Mgt.
NU640D - Comm.Public & Pop. Health NU
NU641 - Adv Clinical Pharmacology
NU643 - Adv.Psychopharmacology
NU645D - Complex Care Nursing
NU646 - Theo.& Prac. of Contemp.Psychotherapies
NU647 - Maternal Child/Family Nursing
NU647D - Maternal Child/Family Nursing
NU650 - Adv Hlth Assessment/Nursing
NU655 - Acute& Critical Care Pharm.
NU656 - Intro. Simulation in NU Ed.
NU657 - CNL Role Class:Intro CNL Practice
NU658 - CNL Capstone:Clin. Immersion
NU658A - CNL Capstone:Clin. Immersion
NU661 - PrimaryCare ChildbearingWoman

NU663 - AdIt-Geron.AcuteCare Pract. II
NU664A - Primary Care of Child I
NU664B - Primary Care of Family I
NU664C - Family Psychiatric Mental Health I
NU664D - Primary Care Adult Woman I
NU664F - Acute&Critical Care Adult Geri Client I
NU665A - Primary Care of Child II
NU665B - Primary Care of Family II
NU665C - Family Psychiatric Mental Health II
NU665D - Primary Care Adult Woman II
NU665E - Adult Gerontology Primary Care II
NU665F - Acute&Crit.CareAdult Geri. II
NU668 - Role & Issues/Adv Practice
NU670 - Teaching/Learning Nurs Ed
NU677 - OL Instruction&Course Facil.
NU678 - OL Course Dev.&Teaching Strategies
NU680 - Advanced Practice Addictions Nursing I
NU681 - Adv. Practice Addictions NU Practicum I
NU682 - Advanced Practice Addictions Nursing II
NU683 - Adv.Practice Addictions NU Practicum II
NU689 - Behavioral&Process Addictions
NU710 - Informatics in Health Care
NU713 - Adv Epidemiology/Biostatistic
NU716 - Culture & Health:Perspectives
NU726 - Adv.Research:Evid.BasedPrac I
NU727 - AdvResearch:Evid.BasedPrac II
NU740 - DNP Scholarly Project I
NU741 - DNP Scholarly Project II
NU742 - DNP Scholarly Project III
NU743 - DNP Scholarly Project IV
NU750 - CNE Preparation Course
NUNU 101DAST - Advance Standing Testing NU 101 Fundamentals of Nursing Practice
NUNU 101EAST - Advanced Standing Testing of NU 101, Fundamentals of Nursing Practice
NUNU 102DAST - Advance Standing Testing NU 102, Adult Nursing Practice
NUNU 102EAST - Advance Standing Testing NU 102, Adult Nursing Practice
NUTR205 - Nutrition Along Hlth Continuu

Occupational Therapy Department

Occupational therapy (OT) is a dynamic field of practice that utilizes participation in goal-directed, meaningful activities to restore health, promote growth and adaptation, and enhance both occupational performance and quality of life. Best practices in occupational therapy require foundational knowledge, integration of philosophical and theoretical concepts, incorporation of evidence, and application of technical skills. The Master of Science in Occupational Therapy (MSOT) at Regis provides a sequential learning experience progressing from foundational knowledge through integration, application, and evaluation. Students will analyze research, client abilities, and environments and use this information to create therapeutic interventions to enhance the individual's quality of

life. The MSOT program provides various opportunities for students with diverse learning styles to be successful within the rigorous curriculum, both inside the college classroom and outside in applied field settings. Learning may occur through traditional lectures, discussion, reading, use of technology, observation, situational problem solving, group interaction, or hands-on practical in labs and field experiences. The 74-credit program is designed to meet the learning needs of all students within the program and to train these future professionals in applying these principles within the practice of occupational therapy. Students will enter the profession equipped to use occupation as a means to improve the well-being of a diverse population of individuals within a multicultural society. The entry-level occupational therapy master's degree has been granted Accreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852- 4929. ACOTE's telephone number c/o AOTA is 301-652-6611 and its web address is acoteonline.org. Graduates are eligible to sit for the national certification examination for the occupational therapist ad- ministered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Programs

MS in Occupational Therapy

Courses

OTH600 - Human Occupation
OTH604 - Occupational Therapy Practice
OTH608 - OT Prac.-Psychosocial Dysfunction/Lab
OTH612 - OT Prac-Physical Dys/Lab
OTH616 - Group Dynamics/Lab
OTH620 - OT Eval/Intervention-Child&Adolesc/Lab
OTH624 - OT Eval/Int-Adults&OldAdults/Lab
OTH628 - Community Based Practice/Lab
OTH632 - Assistive Technology
OTH636 - Research Methods
OTH640 - School-Based Practice
OTH644 - Clinical Reasoning in OT
OTH648 - Hand&Upper Extrem Rehab/Lab
OTH652 - OT Leadership
OTH660A - Fieldwork I A
OTH660B - Fieldwork I B
OTH664A - Fieldwork Level Ii-A
OTH664B - Fieldwork Level II-B
OTH668 - Level II Fieldwork Online Discussion

Online Programs M.S. A.B.A Department

Online Programs M.S. A.B.A

Programs

Certificate - Applied Behavior Analysis (Online)
MS in Applied Behavior Analysis (Online)

Courses

ABA521 - AutismSpecDiso&RelatedDisabilities
ABA523 - Child Behavior Management
ABA601 - Concepts and Principles I
ABA602 - Concepts and Principles II
ABA604 - Treatment Evaluation
ABA606 - Behavioral Assessment
ABA608 - Behavior Intervention
ABA610 - Ethical Practice in ABA
ABA612 - Verbal Behavior
ABA614 - Radical Behaviorism
ABA616 - Training and Supervision
ABA618 - Global Exp:Culturally Competent Care
ABA625 - Thesis I
ABA626 - Thesis II
ABA627 - Thesis III
ABA640 - Concepts & Principles I: Intro.
ABA642 - Concepts&Prin.II:Experimental
ABA644 - Treatment Evaluation
ABA646 - Practicum I
ABA648 - Practicum II
ABA652 - Behavior Assessment
ABA654 - Behavior Intervention
ABA656 - Ethical Practice in ABA
ABA658 - Verbal Behavior
ABA660 - Radical Behaviorism
ABA662 - Training and Supervision
ABA663 - Advanced Topics in ABA
ABA664 - Capstone I
ABA668 - Capstone II
ABA670 - Capstone III
ABA999 - Masters Thesis Continuation

Online Programs: Accountancy Department

Online Programs: Accountancy

Online Programs: Nursing Department

The ~~Programs:~~online Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) is a virtual extension of our highly regarded on-campus program. Our flexible, convenient online format allows working adults to continue to meet their current obligations while furthering their education and striving to meet their goals.

Programs

Doctor of Nursing Practice - Acute Car/Adlt Ger NP (Online)
Doctor of Nursing Practice - Adult/Gerontology Np (online)
Doctor of Nursing Practice - Nursing Education (Online)
Doctor of Nursing Practice - Nursing Leadership (online)
Doctor of Nursing Practice - Pediatric NP (Online)
Doctor of Nursing Practice - Women's Health NP (Online)
Doctor of Nursing Practice (BS to DNP) - Acte/G NP (Online)
Doctor of Nursing Practice (BS to DNP) - Adult NP (Online)
Doctor of Nursing Practice (BS to DNP) - Family NP (Online)
Doctor of Nursing Practice (BS to DNP) - Psy/MH NP (Online)
Doctor of Nursing Practice (BS to DNP) - Pediat NP (Online)
Doctor of Nursing Practice (BS to DNP) - Wom HlhNP (Online)
MS (BS to DNP)-Acute Care/Adult Geriatric NP (Online)
MS (BS to DNP) - Adult/Gerontology NP (Online)
MS (BS to DNP) - Family NP (Online)
MS (BS to DNP)- MHNP Psychiatric/Mental Hlth NP (Online)
MS (BS to DNP) - Pediatric NP (Online)
MS (BS to DNP)- Women's Hlth NP (Online)
MS in Nursing - Acute Care/Adult Geriatric NP (Online)
MS in Nursing - Adult/Geriatric NP (Online)
MS in Nursing - Psychiatric/Mental Health NP (Online)
MS Direct Entry - Acute Care/Adult Geriatric NP (Online)
MS Direct Entry - Adult/Geriatric NP (Online)
MS Direct Entry Family NP (Online)
MS Direct Entry -Psych/Mental Hlth NP OL
MS Direct Entry - Pediatric NP (Online)
MS Direct Entry - Women's Health NP (Online)
MS in Nursing - Pediatric NP (Online)
MS in Nursing (RN to MSN) - Acute Care/Adlt Ger NP (Online)
MS in Nursing (RN to MSN) - Adult/Geriatric NP (Online)
MS in Nursing (RN to MSN) - Family NP (Online)
MS in Nursing (RN to MSN) - Psych/Mental Health NP (Online)
MS in Nursing (RN to MSN) - Pediatric NP (Online)
MS in Nursing (RN to MSN) - Women's Health NP (Online)
MS in Nursing (RN to MSN - Bridge) - Acute/Ger NP (Online)
MS in Nursing (RN to MSN - Bridge) - Adult/Geri NP (Online)
MS in Nursing (RN to MSN - Bridge) - Family NP (Online)
MS in Nursing (RN to MSN - Bridge) - Psych/MH NP (Online)
MS in Nursing (RN to MSN - Bridge) - Pediatric NP (online)
MS in Nursing (RN to MSN-Bridge) - Women's Hlth NP (Online)
MS in Nursing - Women's Health NP (Online)
Post Doctoral Certificate in Nursing - Acte/Ger NP (Online)
Post Doctoral Certificate in Nursing - Adult/Ger NP(Online)

Post Doctoral Certificate in Nursing - Pediatrc NP (Online)
Post Doctoral Certificate in Nursing - Women's NP (Online)
Post Masters Certificate in Nursing - Acute/Geri NP(Online)
Post Masters Certificate in Nursing - Adult/Geri NP(online)
Post Masters Certificate in Nursing - Family NP (Online)
Post Masters Certificate in Nursing - Pediatric Np (online)
Post Masters Certificate in Nursing - Women's NP (Online)

Courses

NU100C - Psych/Mental Health Nurs (eq)
NU304 - Health Assessment in Nursing
NU304A - Health Assessment in Nursing
NU304B - Health Assessment for Nursing
NU304C - Health Assessment for Nursing
NU304E - Health Assessment
NU305A - Foundations of NU Practice
NU320B - Pharmacology for Nursing
NU320E - Clinical Pharmacology
NU321 - Nursing Care of Aging Adult
NU321A - Nursing Care of Aging Adult
NU321B - Nursing Care of Aging Adult
NU321E - Nursing Care of Aging Adult
NU322A - Clinical Pharmacology I
NU323A - Clinical Pharmacology II
NU324 - Professional Nursing
NU324A - Professional Nursing
NU324B - Professional Nursing
NU324E - Professional Nursing
NU325 - Acute Care Nursing
NU325A - Acute Care Nursing
NU325B - Acute Care Nursing
NU325E - Acute Care Nursing
NU333A - Psychiatric/Mental Hlth NU
NU333B - Psych/Mental Health
NU333E - Psychiatric/Mental Hlth NU
NU340 - Community Nursing
NU340A - Comm.Public & Pop. Health NU
NU340B - Comm.Public & Pop. Health NU
NU340E - Comm.Public & Pop. Health NU
NU345A - Complex Care Nursing
NU345AC - Capstone
NU345B - Complex Care Nursing
NU345BC - Capstone
NU345E - Complex Care Nursing
NU347 - Maternal Child/Family Nursing

NU347A - Maternal Child Nursing
NU347B - Maternal Child Nursing
NU348 - Contemp. Topics in Healthcare
NU349 - Hlth Assessment & Diagnostic Measure
NU402 - Informatics for Nursing
NU403 - Evidence for Clinical Pract.
NU403A - Evidence for Clinical Pract.
NU403B - Evidence for Clinical Pract.
NU404 - Concept&Challenges for Prof.Practice
NU446 - NU Leadership & Transition to Practice
NU447 - Capstone
NU500 - Nursing Graduate Elective
NU510 - Community Based Nursing
NU601 - Nursing Theory
NU601B - Nursing Theory
NU601D - Nursing Theory
NU601E - Nursing Theory
NU605 - Concepts Nurs Leadership
NU605D - Concepts Nurs Leadership
NU605E - Concepts Nurs Leadership
NU606 - Adv Pathophysiology
NU607 - Perioperative Nursing
NU607X - Periop. Lab
NU608 - Perioperative Nurse Practicum
NU612 - Org/Struct Nurs Leadership
NU613 - RN First Assist
NU614 - RN First Assist Practicum
NU621D - Nursing Care of Aging Adult
NU622 - Treating the Addictions
NU623 - Regul Issues:Nurs Leadership
NU624D - Professional Nursing
NU625D - Acute Care Nursing
NU627 - Mentorship for the Nursing Leader
NU629 - AdvHlth.Promotion&DiseasePrev
NU631 - Scientific Inq.Evidence Based
NU631B - Scientific Inq.Evidence Based
NU631D - Scientific Inq.Evidence Based
NU633D - Psych/Mental Health
NU635 - Complementary Therapies
NU636 - Instructional Method Nurs Ed
NU637 - Assessment/Eval Nurs Ed
NU638 - Concepts Case Mgt Care Coord.
NU639 - Adv.Concepts in Case Mgt.
NU640D - Comm.Public & Pop. Health NU
NU641 - Adv Clinical Pharmacology

NU643 - Adv.Psychopharmacology
NU645D - Complex Care Nursing
NU646 - Theo.& Prac. of Contemp.Psychotherapies
NU647 - Maternal Child/Family Nursing
NU647D - Maternal Child/Family Nursing
NU650 - Adv Hlth Assessment/Nursing
NU655 - Acute& Critical Care Pharm.
NU656 - Intro. Simulation in NU Ed.
NU657 - CNL Role Class:Intro CNL Practice
NU658 - CNL Capstone:Clin. Immersion
NU658A - CNL Capstone:Clin. Immersion
NU661 - PrimaryCare ChildbearingWoman
NU663 - Adlt-Geron.AcuteCare Pract. II
NU664A - Primary Care of Child I
NU664B - Primary Care of Family I
NU664C - Family Psychiatric Mental Health I
NU664D - Primary Care Adult Woman I
NU664F - Acute&Critical Care Adult Geri Client I
NU665A - Primary Care of Child II
NU665B - Primary Care of Family II
NU665C - Family Psychiatric Mental Health II
NU665D - Primary Care Adult Woman II
NU665E - Adult Gerontology Primary Care II
NU665F - Acute&Crit.CareAdult Geri. II
NU668 - Role & Issues/Adv Practice
NU670 - Teaching/Learning Nurs Ed
NU677 - OL Instruction&Course Facil.
NU678 - OL Course Dev.&Teaching Strategies
NU680 - Advanced Practice Addictions Nursing I
NU681 - Adv. Practice Addictions NU Practicum I
NU682 - Advanced Practice Addictions Nursing II
NU683 - Adv.Practice Addictions NU Practicum II
NU689 - Behavioral&Process Addictions
NU710 - Informatics in Health Care
NU713 - Adv Epidemiology/Biostatistic
NU716 - Culture & Health:Perspectives
NU726 - Adv.Research:Evid.BasedPrac I
NU727 - AdvResearch:Evid.BasedPrac II
NU740 - DNP Scholarly Project I
NU741 - DNP Scholarly Project II
NU742 - DNP Scholarly Project III
NU743 - DNP Scholarly Project IV
NU750 - CNE Preparation Course

Psychology Department

The field of psychology examines the behavior and mental processes of humans and animals from a variety of perspectives: biological, cognitive, developmental, social and personality, and mental and physical health. Psychology majors acquire transferrable professional and personal skills and knowledge which include critical thinking, effective written and oral communication, research and statistical analysis, ethicality, and a broad knowledge base within the discipline. An understanding of the field prepares undergraduates for meaningful careers upon graduation and for entry into graduate and professional degree programs. Students earning a bachelor's degree are prepared for entry level careers in human services, research, higher education, and business and industry while students earning an advanced degree in psychology are prepared for careers in mental health (e.g., counseling, therapy) and non-mental health subfields (e.g., sports, industrial-organizational, cultural, social, media, cognitive, environmental). As designed, the program provides students with the flexibility to take upper-level psychology electives of personal and professional interest, double major, elect a minor, study abroad, complete the program at an accelerated pace, or enter select Regis College Master's degree programs in three years.

Programs

BA in Psychology
BA in Psychology Accelerated
Minor in Psychology

Courses

PS203 - Introduction to Psychology
PS204A - Intro to Pscyhology II/Lab
PS233 - Intro. to Human Development
PS242 - Health Psychology
PS303 - Research Methods Psy I/Lab
PS304 - Research Methods Psy II/Lab
PS306 - Cultural Psychology
PS307 - Child Development
PS309A - Psychological Disorders: Adult
PS310 - Psychology of Adolescence
PS311 - Adulthood and Aging
PS312 - Social Psychology
PS314B - Psychological Disorders:child/Adolescent
PS320A - Psychology of Women & Gender
PS321 - Cognitive Processes
PS322 - Learning and Memory
PS327 - Group Process
PS328 - Positive Psychology
PS329A - Neuropsychology
PS402C - Capstone
PS440 - Theory & Practice of Psy.I
PS441 - Theory & Practice of Psy. II

Public Health Department

The Master of Public Health (MPH) is an online practice-oriented terminal degree program designed to prepare students who have little or no experience in public health to work with communities to map their assets and needs. Graduates will be prepared to develop and evaluate culturally relevant interventions to promote public health. Our MPH program is designed for compassionate, resourceful, service- oriented people who aspire to be change agents in their communities. The students who seek the MPH degree are those that care for their communities; they care for the well-being of others; and they strive to make a difference in the world around them. Here at Regis College we care for the “Dear Neighbor” without distinction.

Programs

BA in Public Health
Minor in Public Health

Courses

PBH200 - Intro. Public Health
PBH206 - Intro. to Global Health
PBH300 - Health and the Environment
PBH303 - Public Hlth Policy & Advocacy
PBH305 - Public Health Leadership&Mgmt
PBH307 - Health and Society
PBH309 - Intro. to Epidemiology
PBH313 - Global Public Health Experience
PBH402 - Developing Public Health Prog.
PBH410CC - Capstone
PBH600 - Biostatistics
PBH605 - Foundations of Public Health
PBH606 - Analysis Public Health Issues
PBH608 - Analysis of Global Public Hlth.Issues
PBH611 - Social and Behavioral Science
PBH613 - Global Public Health Exp.
PBH614 - Observational/Interventional Study Desig
PBH615 - Data Management & Data Analysis
PBH616 - Advanced Analysis Epidemiologic Studies
PBH617 - Infectious Disease Epidemiology
PBH618 - Chronic Disease Epidemiology
PBH619 - Advanced Epidemiologic Methods
PBH622 - Health Policy Analysis
PBH623 - Contemp Issues, Spec Populat, & Policies
PBH624 - State Health Policy
PBH625 - Policy & Program Implementation
PBH632 - Applied Practice Experience - Practicum
PBH633 - Epidemiological Methods
PBH635 - Contemp.Issues Evironmental Hlth
PBH636 - Integrated Learning Experience - Capston
PBHPBH 631 - Applied Learning Experience (Practicum)

Regulatory & Clinical Resr Mgt Department

The graduate program in Regulatory and Clinical Research Management is intended for candidates with baccalaureate degrees in the sciences, engineering, nursing, or other health professions. Other candidates may enter the program with permission of the program director. Candidates are those who wish to start, advance, or transition their career in biotechnology, device, or pharmaceutical industries, research entities, or clinical research organizations. The program provides the knowledge and skills for excellence as regulatory, quality system, or clinical research professionals. Each student selects a specialty track, either regulatory management or clinical

research management. Students seeking the Master of Science complete thirty-three credits of study. While the curriculum emphasizes regulatory affairs and clinical research, the Master of Science program includes other topics, such as health policy and health ethics and law. The program consists of 33 credits: 6 core courses and 3 specialty track courses (totaling 27 credits) and 6 credits of electives. Electives are most often taken in the other track, but may include electives within other graduate programs, such as health administration. An independent field experience project, approved by a faculty advisor and a host company or clinical research organization, is required. The field experience gives students hands-on experience. The student delivers results of value to the sponsoring organization and prepares a project report on the experience. Program Objectives: To implement a curriculum based on current international standards of regulatory, quality systems and clinical research; To develop professionals who will be in position to move into leadership positions in these growing areas as well as into professional associations; To play a leadership role in developing competency and accreditation standards for academic programs in both regulatory and clinical research management.

Programs

Certificate - Clinical Research Management
Certificate - Regulatory Management
MS in Regulatory and Clinical Research Management
MS in Regulatory and Clinical Research Management

Courses

RA601 - Overview Med.Product Industry
RA602A - FDA Regulations
RA602B - FDA Regulations
RA603A - Pharmaceutical Prod Regul
RA604A - Medical Device Regulation
RA609 - Clinical Trial Management
RA615 - Qual Systems & Risk Mgmt
RA616 - Project Management
RA632 - Quality System Auditing
RA633 - Global Medical Device Regulation
RA650 - Coop Education Experience I
RA651 - COOP Education Experience II
RA652 - Coop Education Experience III

STEM Department

The Department of Science, Technology, Engineering and Mathematics incorporates the disciplines of biology, biomedical engineering, cybersecurity and environmental sustainability. The faculty of each respective discipline is expertly trained to provide the rigorous curriculum to support the biology, biomedical engineering, cybersecurity and environmental sustainability majors as well as minors in all of these areas in addition to lab operations management and mathematics. Housed within STEM are also the science and math courses needed for healthcare majors and the core curriculum. The STEM Department at Regis offers a broad and complete education through close interaction with faculty and small class sizes. An 209 individualized focus of study, including internships and independent research, prepares students for a variety of career paths in biology, biomedical engineering, cybersecurity and environmental sustainability. Students have the opportunity to conduct research on campus in the areas of biotechnology, biochemistry, environmental sustainability, developmental biology, immunology, microbiology, physiology, and genetics, participate in departmental honors, and secure off-campus internships. A degree in biology or biomedical engineering from Regis is excellent preparation for health and medical professions, graduate school, and scientific or research-focused careers. A degree in environmental sustainability from Regis is excellent preparation for graduate school and scientific or research-focused environmental careers. A degree in cybersecurity from Regis is an excellent preparation for graduate school and scientific or research-focused cybersecurity careers.

Programs

BA in Biology
BS in Biomedical Engineering
BS in Biology
BS in Biology Accelerated
BS in Cybersecurity
BS in Environmental Sustainability
Minor in Biomedical Engineering
Minor in Biology
Minor in Environmental Sustainability
Minor in Laboratory Operations Management
Minor in Mathematics

Courses

BE101 - Frontiers BE:Bridge Med&Tech
BE110 - Intro.Biomedical Computation
BE210 - Circuits and Sensors
BE250 - Quantitative Human Physiology
BE301 - Engineering in the Clinic
BE302 - Engineering Standards &regulation
BE310 - Biomechanics
BE330 - Transport &Fluids for BE
BE420 - Biomaterials
BE421 - Biomed.Measur&Instrument/Lab
BE431X - Biomedical Engineering Lab I
BE432 - Biomedical Engineering Lab II
BE432X - Biomedical Engineering Lab II
BE440 - Biomolecular Dynamics&Control
BE450C - Capstone
BE461 - Prin &App.Tissue Engineer/Lab
BE481 - Bio.Engineer Design I
BE482 - Bio.Engineer Design II
BI102 - Intro.Bio.Principles II/Lab
BI103 - Introductory Biology I/Lab
BI104 - Introductory Biology II/Lab
BI105 - Anatomy & Physiology I/Lab
BI105R - Anat&Phys I:Review/Exam
BI106 - Anatomy & Physiology II/Lab
BI106R - Anat&PhysII:Review/Exam
BI108 - General Microbiology/Lab
BI108R - GenMicrobio:Review/Exam
BI203 - Human Biology/Lab
BI209 - Intro.Microbiology/Lab
BI210 - Cell Biology/Lab

BI212 - Pathophysiology
BI212E - Pathophysiology
BI288 - An Intro. to Forensic Science/Lab
BI305 - Ecology/Lab
BI306 - Neurobiology/Lab
BI307 - Genetics/Lab
BI308 - Developmental Biology/Lab
BI312A - Animal Physiology/Lab
BI315 - Virology/Lab
BI316 - Immunology
BI322A - Laboratory Techniques
BI322B - Laboratory Techniques
BI324 - Environmental Biology
BI326 - Environmental Microbiology/Lab
BI328 - Conservation Bio&Biodiversity
BI401C - Capstone
CC110A - Science Achievement Mentors I
CC110B - Science Achievement Mentor II
CH101 - Intro.Chemistry I:General/Lab
CH102 - Intro.Chem.II:Organic &Biochemistry/Lab
CH103 - Chem.Structure & Reactions/Lab
CH103H - Chem.Structure & Reactions/Lab
CH104 - Chem Structure & Reactions/Lab
CH105 - Intro. Chemistry/Lab
CH303 - Environ Science & Toxicology
CH305 - Organic Chemistry I/Lab
CH306 - Organic Chemistry II/Lab
CH307 - Physical Chemistry
CH308 - Physical Chemistry
CH312 - Molecular Structure
CH313 - Analytical Chemistry/Lab
CH314 - Inorganic Chemistry
CH315 - Biochemistry
CH316 - Biochemistry/Lab
CH318 - Prin. of Biochemistry/Lab
CH319 - Biochem of Nutrition
CH321 - Instrumental Analysis/Lab
CS103 - Network Applications/Lab
CS104 - Programming Fundamentals I/Lab
CS105 - Programming Fundamentals Ii/Lab
CS320 - Database Systems
CYS110 - Intro.to Cybersecurity/Lab
CYS210 - RiskAnalysis&Comp.Threats/Lab
CYS220 - Digital Forensics
CYS230 - Hacking &Penetration Testing

CYS232 - NetworkDefense&Countermeasure
CYS234 - Comp.Crime & Criminal Justice
CYS315 - Operating Systems and Computer
CYS404 - Cyberethics, Laws & Privacy
CYS405 - Practicum/Internship
CYS407 - Cybersecurity Capstone Project
CYS407C - Capstone
ES200 - Prin.Sustainability Sci. for Environment
ES201 - Ethics and Policy in ES
ES301 - Environmental Science
ES302 - Sustainability & Human Systems
ES304 - Dynamic Systems Modeling
ID214 - Env.Studies:PeoplePlanetProfit
ID224A - Nat'lsci:physical Sciences/Lab
ID224B - Nat'l Sci:Biological Sciences
ID236 - Introductory Astronomy/Lab
LOM300 - Lab Operations Mgmt. I
LOM301 - Lab Operations Mgmt. II
MA100A - Applied College Algebra
MA100B - Applied College Algebra/Lab
MA101A - Pre-Calculus
MA101B - Pre-Calculus/Lab
MA106 - Introductory Calculus
MA107 - Introductory Calculus/Lab
MA108 - Honors Calculus
MA203 - Intermediate Analysis I
MA204 - Intermediate Analysis II
MA210 - Statistics
MA211 - Statistical Methods
MA212 - Statistical Methods
MA253 - Linear Algebra
MA255 - Differential Equations
MA326 - Geometry
MA328 - Number Theory
MA353 - Abstract Algebra
MA354 - Algebraic Structures II
PY101 - Intro.Physics Health Sciences
PY213 - General Physics/Lab
PY214 - General Physics/Lab
PY301 - Radiation Physics
QR100 - Lab:Quantitative Reasoning
QR101 - Quantitative Reasoning
QR103S - Quantitative Reason Stats/LB
QR105 - Mathematics: Methods in Madness
RC201 - Sophomore Year Seminar

Social Work Department

The Master of Social Work (MSW) program prepares graduates to engage in critical thinking and reflection as they become skilled clinical social work practitioners and leaders who work for a more just and humane society. Students are sensitive to the diversity of cultures, oppression, and all forms of social injustice leading to the development of professional values that are consistent with the purpose and values of the profession of social work.The MSW program is grounded in the person-in-environment framework, which encourages students to recognize client systems as a part of a larger whole and to advocate for those who are vulnerable and marginalized, including those living in poverty. Students develop knowledge and skills that promote human and community well-being as well as respect for human diversity. The MSW program strives to educate students for the profession to be skilled leaders who seek to advance social change and economic justice both locally and globally through direct clinical social work practice. Through the program of study including hands-on field education in various social service settings, students develop the clinical skills needed to meet the increasing demand for social work services in schools, hospitals, mental health centers, addiction programs, shelters, community centers, child welfare agencies, youth and family service agencies, and many other social service settings. The MSW program specialization is Clinical Social Work Practice.

Programs

BSW in Social Work
BSW in Social Work Accelerated
Minor in Social Work

Courses

SW202 - Intro to Social Services
SW303A - Life Span Human Behavior
SW304A - Communities, Orgs & Groups
SW306 - Research Methods
SW320 - Child Welfare
SW325 - Social Work in Health Care Settings
SW327 - Social Policy & Social Change
SW338 - Practice I: Intro. Generalist
SW339 - Clinical Interviewing
SW340 - Contemporary Social Problems
SW342 - Baby Boom Gen: Adults Midlife
SW344 - Coping With Death and Dying
SW347 - Research Methods in Soc Work
SW350 - International Social Work
SW401 - Integrating Seminar
SW401C - Capstone
SW424 - Practice II:Gen. Indiv/Family
SW426 - Gen.Practice: Groups
SW427 - Gen.Practice:Comm. & Org.
SW430 - Field Work Seminar I
SW431 - Field Work Seminar II
SW600 - SW Practice with Communities & Org.
SW602 - HBSE I
SW604 - Exploring Intersections of Power, Privilege, & Identity
SW606 - Social Welfare Policy
SW608 - HBSE II
SW610 - SW Practice with Individuals
SW612 - Field Ed.Internship & Sem I
SW614 - Research I:Ways of Knowing
SW616 - SW Practice:Families & Groups
SW624 - Clinical Practice: Evaluation
SW632 - Field Education Internship & Seminar III
SW634 - Adv.Clinical Prac. With Groups
SW636 - Clin.Prac:Policies & Administration
SW638 - Field Ed.Intern&Seminar IV
SW642 - Adv.Clin.Practice w/ Families
SW644 - Trauma Child & Adolescents
SW646 - Trauma in Adults

SW648 - Clin.Approach Substance AbuseTreatment

All Programs

Accelerated Master of Business Administration

General

Program Code
AMBA-MBA

Location
Weston Campus

Degree Requirements

Months to Complete
24

AS in Dental Hygiene

General

Program Code
AS-DH

Program Description
The dental hygiene program has a strong philosophical base that reflects a belief that learning is an integral part of life in which education, as a formal process, provides students with cognitive and psychomotor expertise within an overall framework of effective values.

Admissions Policies for Intended Dental Hygiene (IDH)

- Students must have a minimum of a 3.0 High School Overall & Math/Science GPA.
- Candidates not meeting these criteria may be considered for admission by the Dental Hygiene Review Committee, on a case-by-case basis
- Accepted IDH students who successfully complete the prerequisite courses have priority for admittance into the dental hygiene program over other applicants.

Admissions Policy for Dental Hygiene

- All prerequisite courses must be complete by July 1st to be considered for fall enrollment into the dental hygiene program. Applicants may be considered after July 1st, provided all their prerequisites were completed with the minimum requirements necessary prior to July 1st .
- An intended dental hygiene student (student taking prerequisite courses to get into the dental hygiene program), who has received two (2) failing dental hygiene prerequisite course grades, by either receiving a course grade below the required B- (80%) or a WF for a course withdrawal, will not be admissible into the dental hygiene program. The two (2) failing grades may be due to two (2) attempts of the same course or two (2) separate courses. A withdrawal from a course when failing (“WF”) is considered a failing grade attempt. Students who withdraw due to a Medical Leave of Absence (MLOA) from the university are exempt.
- Students must have at least an overall 3.0 GPA and all of the prerequisite science courses completed with at least a grade of B- or better.
- Technical standards apply for the admission into the dental hygiene program (motor skills, sensory skills, intellectual skills and behavioral skills). A complete list is available at the admissions department and on the Regis College website.
- The Regis College dental hygiene program does not admit students with advanced standing.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admissions Policy for Dental Hygiene

- All prerequisite courses must be complete by July 1st to be considered for fall enrollment into the dental hygiene program. Applicants may be considered after July 1st, provided all their prerequisites were completed with the minimum requirements necessary prior to July 1st.
- An intended dental hygiene student (student taking prerequisite courses to get into the dental hygiene program), who has received two (2) failing dental hygiene prerequisite course grades, by either receiving a course grade below the required B- (80%) or a WF for a course withdrawal, will not be admissible into the dental hygiene program. The two (2) failing grades may be due to two (2) attempts of the same course or two (2) separate courses. A withdrawal from a course when failing ("WF") is considered a failing grade attempt. Students who withdraw due to a Medical Leave of Absence (MLOA) from the university are exempt.
- Students must have at least an overall 3.0 GPA and all of the prerequisite science courses completed with at least a grade of B- or better.
- Technical standards apply for the admission into the dental hygiene program (motor skills, sensory skills, intellectual skills and behavioral skills). A complete list is available at the admissions department and on the Regis College website.
- The Regis College dental hygiene program does not admit students with advanced standing.

Program Requirements for Dental Hygiene:

- In order to maintain standing in the dental hygiene program, a minimum course grade of a "C" or 73% is required to fulfill all dental hygiene courses and to progress in the program. Students must maintain no less than a 2.0 cumulative GPA while in the dental hygiene program as well.
- A dental hygiene student in the program, who has received two (2) failing dental hygiene course grades, either by receiving a course grade below the required C (73%) or a WF for a course withdrawal, will be dismissed from the dental hygiene program. The two (2) failing grades may be due to two (2) attempts of the same course or two (2) separate courses. A withdrawal from a course when failing ("WF") is considered a failing grade attempt. Students who withdraw due to a Medical Leave of Absence (MLOA) from the university are exempt. If a student in the program fails a dental hygiene course, he/she will not be able to progress to the next semester and will be required to repeat the course the following year if the student wishes to remain in the dental hygiene program.

Degree Prerequisites

Type

Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- ID230 - Interdep HIthcare Profess US
- BI108 - General Microbiology/Lab
- CH105 - Intro. Chemistry/Lab
- RC101 - Regis First Year Seminar
- EN105 - Reading,Thinking, & Writing I
- EN106 - Reading,Thinking,&Writing II
- CO204 - Effective Public Speaking
- PS242 - Health Psychology

All dental hygiene courses are to be taken sequentially as outlined in the curriculum.

Degree Requirements

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- DH101 - Dental Hygiene Theory I
- DH102 - Medical Emergencies
- DH103 - Clinical Dental Hygiene I
- DH104 - Clinical Dental Hygiene II
- DH105 - Dental Anatomy & Histology
- DH106 - Head & Neck Anatomy & Embryology
- DH108 - Periodontology
- DH120 - Dental Hygiene Theory II
- DH148 - Dental Materials
- DH170 - Dental Radiology
- DH203 - Dental Hygiene Clinic III
- DH204 - Dental Hygiene Clinic IV
- DH205 - Pharmacology
- DH207 - General & Oral Pathology
- DH209 - Public and Community Health
- DH213 - Dental Hygiene Theory III
- DH214 - Dental Hygiene Theory IV
- DH215A - Pain Management/Lab
- DH220 - Nutrition for Dental Hygienist

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: (All courses) integrate the knowledge of basic, dental, and behavioral sciences into the practice of dental hygiene

PLO 2: (Clinical skills) apply the appropriate clinical skills to effectively treat a diverse population of patients in the dental hygiene process of care

PLO 3: (ADPIED) employ the principles of assessment, diagnosis, planning, implementation, evaluation and documentation (ADPIED) to the process of dental hygiene care in a variety of settings

PLO 4: (Communication) demonstrate professional and effective communication skills in all aspects of patient care to patients with various medical, physical, psychosocial and/or cultural needs.

PLO 5: (Technology, information literacy, evidence-based assertions) utilize technology to acquire evidence based information in decision-making and patient assessment.

PLO 6: (Professional Affiliation, life-long learning) uphold the values of professional growth and development, and the importance of life-long learning through active involvement in professional organizations

PLO 7: (Community engagement, interprofessional collaboration) promote interprofessional collaboration and active community engagement to promote oral and overall health of the public

PLO 8: (Ethical, Regulatory, Legal Regulations) manage the ethical, legal and regulatory issues related to the practice of dental hygiene

AS in Radiography

General

Program Code
AS-MR-SU

Location
Weston Campus

Degree Requirements

Months to Complete
24

AS in Nursing

General

Program Code
AS-NU

Program Description
The Associate of Science in Nursing (AS) degree is to prepare students for the role of an entry-level professional nurse. This two-year curriculum fosters wellness and human flourishing through health promotion and restoration, leading to adaptation. Students learn in state-of the-art simulation labs and care for clients in medical-surgical, maternity, pediatric, rehabilitation, mental health and community nursing settings.

Location
Weston Campus

Degree Requirements

Simple Requisites

(No Requirement Levels)

Degree Prerequisites

Type
Prerequisite

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- BI108 - General Microbiology/Lab
- EN105 - Reading,Thinking, & Writing I
- EN106 - Reading,Thinking,&Writing II
- SO201 - Introduction to Sociology

Co-requisite Courses:

PS233 must be taken prior to NU201

ID 304 must be taken prior to NU 202

MA210 must be taken prior to NU202

MA210 is a required course for all students starting before Spring of 2027

Complete ALL of the following Courses:

- PS233 - Intro. to Human Development

- ID304 - Exploring Ethics
- MA210 - Statistics

Degree Requirements

Type
Completion Requirement

Information Regarding Required Courses

Complete ALL of the following Courses:

- NU101D - Fundamentals Nursing Practice
  OR NU101E - Fundamentals Nursing Practice
- NU102D - Adult Nursing Practice
  OR NU102E - Adult Nursing Practice
- NU201D - Family-Focused Nursing Practice
  OR NU201E - Family-Focused Nursing Practice
- NU202D - Comprehensive Nursing Practice
  OR NU202E - Comprehensive Nursing Practice
- NU404 - Concept&Challenges for Prof.Practice

NU 110 will be a requirement for all students starting in the Spring of 2027

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Operationalize knowledge from the natural and behavioral sciences and the humanities when implementing the nursing process to promote wellness, human flourishing and adaptation through the use of safe, culturally sensitive, therapeutic nursing interventions for individuals and families.

Objective
Operationalize knowledge from the natural and behavioral sciences and the humanities when implementing the nursing process to promote wellness, human flourishing and adaptation through the use of safe, culturally sensitive, therapeutic nursing interventions for individuals and families.

PLO 2: Integrate a spirit of inquiry and innovative thinking in pursuit of continued learning and the development of a caring, professional identity.

Objective
Integrate a spirit of inquiry and innovative thinking in pursuit of continued learning and the development of a caring, professional identity.

PLO 3: Facilitate therapeutic communication with individuals, families, and the interprofessional team in the pursuit of optimal wellness and adaptation.

Objective
Facilitate therapeutic communication with individuals, families, and the interprofessional team in the pursuit of optimal wellness and adaptation.

PLO 4: Provide individualized health education using teaching-learning principles in the care of individuals and families.

Objective
Provide individualized health education using teaching-learning principles in the care of individuals and families.

PLO 5: Promote the rights of individuals and families according to ethical, legal, regulatory and professional standards of nursing practice.

Objective
Promote the rights of individuals and families according to ethical, legal, regulatory and professional standards of nursing practice.

PLO 6: Demonstrate leadership and management skills in collaboration with the interprofessional team to improve individual outcomes.

Objective
Demonstrate leadership and management skills in collaboration with the interprofessional team to improve individual outcomes.

PLO 7:Integrate selected nursing theory, related theories and research in the development of clinical reasoning and nursing judgement for optimal individual-centered care.

Objective
Integrate selected nursing theory, related theories and research in the development of clinical reasoning and nursing judgement for optimal individual-centered care.

PLO 8: Integrate knowledge, including current research gained through the use of informatics and selected technology, into the development of an evidence-based approach to nursing practice.

Objective

Integrate knowledge, including current research gained through the use of informatics and selected technology, into the development of an evidence-based approach to nursing practice.

PLO 9: Participate in the change process to improve systems-based practice in the provision of safe, quality nursing care.

Objective

Participate in the change process to improve systems-based practice in the provision of safe, quality nursing care.

AS in Nursing

General

Program Code
AS-NU-SU

Program Description
The Associate of Science in Nursing (ASN) degree is to prepare students for the role of an entry-level professional nurse. This two-year curriculum fosters wellness and human flourishing through health promotion and restoration, leading to adaptation. Students learn in state-of the-art simulation labs and care for clients in medical-surgical, maternity, pediatric, rehabilitation, mental health and community nursing settings.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Requirements

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI108 - General Microbiology/Lab
- EN105 - Reading,Thinking, & Writing I
- NU101A - Fundamentals of Nursing Practice
- BI106 - Anatomy & Physiology II/Lab
- PS233 - Intro. to Human Development
- NU102 - Adult Nursing Practice
- SO201 - Introduction to Sociology
- ID304 - Exploring Ethics
- MA210 - Statistics
- EN106 - Reading,Thinking,&Writing II
- NU404 - Concept&Challenges for Prof.Practice
- NU202 - Comprehensive Nursing Practice

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Operationalize knowledge from the natural and behavioral sciences and the humanities when implementing the nursing process to promote wellness, human flourishing, and adaptation through the use of safe, culturally-sensitive, therapeutic nursing interventions for individuals and families

PLO 2: Integrate a spirit of inquiry and innovative thinking in pursuit of continued learning and the development of a caring, professional identity

PLO 3: Facilitate therapeutic communication with individuals, families, and the inter-professional team in the pursuit of optimal wellness and adaptation

PLO 4: Provide individualized health education using teaching-learning principles in the care of individuals and families

PLO 5: Promote the rights of individuals and families according to ethical, legal, regulatory, and professional standards of nursing practice

PLO 6: Demonstrate leadership and management skills in collaboration with the inter-professional team to improve patient outcomes

PLO 7: Integrate selected nursing theory, related theories, and research in the development of clinical reasoning and nursing judgment for optimal patient- centered care

PLO 8: Integrate knowledge, including current research, gained through the use of informatics and selected technology, into the development of an evidence-based approach to nursing practice

PLO 9: Participate in the change process to improve systems-based practice in the provision of safe, quality nursing care

BA in Biology

General

Program Code
BA-BI

Program Description
Biology majors can choose to pursue either a Bachelor of Arts in Biology or a Bachelor of Science in Biology and work closely with their professors to study living organisms in order to better understand the science of life. Through independent research, lab work, and internships, biology students are prepared for a variety of career paths or graduate school. Biology majors enter fields such as medicine and allied health, basic science research, education, biotechnology, epidemiology, pharmaceutical sales, and laboratory management.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Biology Major

Complete ALL of the following Courses:

- BI103 - Introductory Biology I/Lab
- BI104 - Introductory Biology II/Lab
- BI209 - Intro.Microbiology/Lab
- BI210 - Cell Biology/Lab
- BI302 - Seminar: Hist. of Biology
- BI307 - Genetics/Lab
- BI401 - Sem: Ethical Issues Biology
- CH103 - Chem.Structure & Reactions/Lab
- CH104 - Chem Structure & Reactions/Lab
- CH305 - Organic Chemistry I/Lab
- ID413 - Interdisciplinary Intern.Seminar

plus four upper-level courses in biology (CH318 may count as an upper level elective).

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Develop the ability to evaluate scientific information critically, using analytical reasoning and quantitative skills.

PLO 2: Assess the role of science in complex issues, including technology, society, and ethics.

PLO 3: Assess the interaction and limitations of science in complex issues including technology, science, and ethics.

PLO 4: Apply the scientific method in the conduct of laboratory experiments.

PLO 5: Develop quantitative problem-solving skills in the conduct of lecture and laboratory experiments.

PLO 6: Use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.

BA in Business Management

General

Program Code
BA-BM

Program Description
The Bachelor of Arts in Business Management prepares the next generation of ethical, entrepreneurial, and effective leaders for the varied challenges of the new economy. Drawing upon a practically focused, real-world approach, the business management program trains students to understand how organizations function and, more important, to make them more efficient and effective. Regis educates leaders who understand the social, environmental, and economic implications of business decisions.

The BA in Business Management is offered both on ground and online.

Location
Weston Campus, Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Degree Prerequisites

Type
Prerequisite

Prerequisites for the Major

Complete ALL of the following Courses:

- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- MT209 - Financial Accounting
- MT210 - Managerial Accounting

- MT220 - International Management
- MT222 - Principles of Marketing
- MT230 - Quantitat. Methods/Mgmt
- MT235 - Software App. for Business
- MT330 - Business Law & Ethics
- MT340 - Financial Management
- MT401 - Business Strat I:theories & Concepts
- MT402 - Business Strat II:App.
- EC201 - Principles of Microeconomics
- EC202 - Principles of Macroeconomics

Additional Requirements

Complete ALL of the following Courses:

- ID413 - Interdisciplinary Intern.Seminar

Plus, any approved SBC Minor.

Additional Comments:

Note: Many of these courses have prerequisite requirements. Please refer to the full course description and consult with your advisor before enrolling in any course.

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Examine ethical issues that impact managerial decision making.

PLO 2: Apply statistical analysis and other quantitative management techniques to evaluate data, test assumptions, and make data-informed decisions from a managerial perspective.

PLO 3: Utilize a financial perspective for making business related decisions.

PLO 4: Approach business scenarios with an economic framework.

PLO 5: Evaluate multiple facets of management from a strategic viewpoint.

BA in Criminal Justice Studies

General

Program Code
BA-CJS

Program Description
The Criminal Justice major is designed to meet the following four goals: (1) to provide Regis College students with the opportunity for in-depth study in the field of criminal justice in preparation for a career or continued graduate studies; (2) to utilize the interdisciplinary contributions of units of the School of Arts and Sciences and other Schools at Regis College that are relevant to the study of criminal justice in the service of offering students a multi-faceted educational experience; (3) to offer a distinctive undergraduate curriculum that is theoretically-grounded, empirically rigorous, and policy-oriented (i.e., that draws upon the evidence-based and problem solving traditions of the field of criminal justice to address complex questions of crime causation, control, and prevention); and (4) to offer a criminal justice program emphasizing the important and transferrable skills afforded by the liberal arts tradition in both the School of Arts and Sciences and the major curriculum, including: critical thinking, written and verbal communication, research, and problem solving.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Major Requirements

Type
Completion Requirement

Required for the Criminal Justice Major

Complete ALL of the following Courses:

- CJ100 - Intro to Criminal Justice
- CJ101 - Law Enforcement
- CJ102 - Criminal Law
- CJ200 - Corrections
- CJ201 - Courts
- CJ202 - Criminology
- CJ300 - Homeland Security
- CJ301 - Criminal Procedure
- ID309 - Methods of Social Research

- CJ402 - Senior Seminar: Criminal Justice
- CJ413 - Criminal Justice Internship Seminar
- PS203 - Introduction to Psychology
- SO201 - Introduction to Sociology
- PS204A - Intro to Pscyhology II/Lab
  OR BI288 - An Intro. to Forensic Science/Lab
  OR CJ288 - Intro.to Forensic Science/Lab

and two additional course electives selected in consultation with the student's academic advisor.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Identify, evaluate, and apply criminological theories of crime to contemporary criminal behaviors occurring within the American criminal justice system

PLO 2: Identify, explain, and apply the statutory material and fundamental principles of criminal law and criminal procedure utilized in the American criminal justice system to construct solutions to complex criminal justice problems.

PLO 3: Apply social science research methods and evaluate corresponding data to identify timely criminal justice issues and generate appropriate resolutions.

PLO 4: Identify and assess the background, responsibilities, policies, and procedures of criminal justice agencies currently operating at the Federal, State, and Local levels in the American criminal justice system.

BA in Communication

General

Program Code
BA-CO

Program Description
A Bachelor of Arts in Communication at Regis provides students with the hard and soft skills necessary to succeed in the communication field across diverse industries. Applied coursework in public speaking and relations, advanced writing, and visual communication prepares students to work in a variety of different areas including public relations, corporate communication, journalism, media relations and human resource management.

Required internships and service-learning projects help bring communication theory into practice in the world outside of the classroom. The course of study for majors is flexible enough to allow students to double major, as well as participate in global study and service opportunities. In addition, eligible communication majors may choose to participate in the honors program, which gives them the opportunity to engage in independent research in self-selected courses.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Fulfill ALL of the following requirements:

Required

Complete ALL of the following Courses:

- CO203 - Introduction to Communication

AND

Advanced Writing

Complete at least 2 of the following courses:

- CO212 - Communication Professional
- CO219 - Journalism
- CO220A - Feature Writing

AND

Visual Communication

Complete ANY of the following Courses:

- CO221 - Visual Communication
- CO247 - Digital Storytelling

AND

Oral Communication

Complete ANY of the following Courses:

- CO204 - Effective Public Speaking
- CO304 - Advanced Public Speaking

AND

Theory Courses

Complete at least 2 of the following courses:

- CO206 - Introd to Public Relations
- CO209 - Media in the 21st Century
- CO305 - Small Group Communication
- CO306 - Interpersonal Communication
- CO322 - Organizational Communication
- CO332A - Comm. Across Differences
- CO334 - Commun in Public Relations
- CO345 - Gender and Communication

AND

Seminars

Complete ALL of the following Courses:

- CO400 - Senior Research Seminar I
- CO401 - Senior Research Seminar II

AND

Internship

Complete ALL of the following Courses:

- ID413 - Interdisciplinary Intern.Seminar

AND

Electives

Complete three CO electives.

AND

Minor

Complete a minor.

Please consult the department web page for sample four-year degree completion plans and suggested courses on the Regis website.

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate major communication theories and apply theories within the discipline

PLO 2: Prepare and present effective oral, written, and visual messages

PLO 3: Collaborate in small groups using effective teamwork skills

PLO 4: Conduct and synthesize research on a communication topic

PLO 5: Apply effective techniques for communicating in a diverse workforce

PLO 6: Integrate communication-related knowledge through a supervised internship

BA in Humanities

General

Program Code
BA-DPS-HU

Location
Weston Campus, Weston Campus Online

Degree Requirements

Months to Complete
24

BA in Public Health

General

Program Code
BA-DPS-PBH

Program Description
Public Health is the science of protecting the health of the community through organized and systematic efforts. The mission of the public health major is to prepare students to serve and to lead in the field of public health through working with diverse populations and improving the health of communities through education, research, outreach, and service.

Location
Weston Campus, Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics, 2 natural science courses, and Introduction to Public Health

Degree Requirements

Type
Completion Requirement

Required for the Major

11 three-credit courses including 2 semesters (240 hours) of internship/field experience* plus 2 electives from list of approved.

Complete ALL of the following Courses:

- PBH309 - Intro. to Epidemiology
- PBH206 - Intro. to Global Health
- PBH300 - Health and the Environment
- PBH303 - Public Hlth Policy & Advocacy
- PBH305 - Public Health Leadership&Mgmt
- PBH307 - Health and Society

- PBH402 - Developing Public Health Prog.
- PBH409C - Internship I
- PBH410C - Internship
- EN329 - Writing forChange in Comm.
- RS309 - Religious Hope & the Future

* Students with prior clinical license or community health worker certification may take one internship and three approved electives.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO1: Integrate knowledge of factors impacting human health, such as lifestyle, nutrition, genetics, aging, access to healthcare, and environmental exposures when analyzing public health issues.

PLO2: Demonstrate an understanding of the essential components of the U.S. healthcare system and how to advocate on behalf of the community.

PLO3: Evaluate population health challenges.

PLO4: Demonstrate oral and written communication skills required in health-related work settings and graduate and professional programs.

PLO5: Utilize critical thinking skills to analyze and evaluate health-related information.

PLO6: Work individually and within a team setting by applying organizational knowledge and leadership skills.

PLO7: Integrate and apply public health skills in a variety of settings.

PLO8: Promote the rights of individuals, groups, and the community according to the legal and ethical standards of the public health field.

BA in Education

General

Program Code
BA-ED

Program Description
"The education program at Regis College offers several pathways for students to become teachers upon graduation. Students learn how to plan curriculum at appropriate grade levels, demonstrate the ability to synthesize theory and practice in both college and pre-K through 12 settings, and learn about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom setting. As an education major, you can take education courses that lead to varying certification and licensure levels: Early Childhood, Elementary Education, and Secondary Education.

The need for licensed educators in Massachusetts has never been greater. The Massachusetts Department of Elementary and Secondary Education (DESE) actively seeks to diversify their educator workforce relative to the student population across the state."

Location
Weston Campus

Degree Requirements

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Teacher candidates are knowledgeable about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom settings.

PLO 2: Teacher candidates demonstrate the ability to synthesize theory and practice in both college and PK-12 classroom setting.

PLO 3: Teacher candidates are able to create an environment where diversity is valued, where support and challenge are consistent expectations, and where collaboration in creating a community of learners is the norm.

BA in Education - Initial Licensure

General

Program Code
BA-ED-IL

Program Description
"The education program at Regis College offers several pathways for students to become teachers upon graduation. Students learn how to plan curriculum at appropriate grade levels, demonstrate the ability to synthesize theory and practice in both college and pre-K through 12 settings, and learn about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom setting. As an education major, you can take education courses that lead to varying certification and licensure levels: Early Childhood, Elementary Education, and Secondary Education.

The need for licensed educators in Massachusetts has never been greater. The Massachusetts Department of Elementary and Secondary Education (DESE) actively seeks to diversify their educator workforce relative to the student population across the state."

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Retention in Licensure Programs

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

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

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

Licensure Requirements

Type

Completion Requirement

Requirements for Early Childhood Licensure

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

Complete ALL of the following Courses:

- ED100 - Teaching & Learning Today
- ED101A - Ed.Psychology:Pre-K to 2/Elem.
- ED202 - Early Childhood/Elem School Math: Curric
- ED207 - Early Childhood/Elementary Math: Instruc
- ED208 - Children's Literature
- ED308 - Educ Student/Special Needs
- ED323 - Sheltered Eng.ImmersionTeach
- ED206 - Early Childhood Ed:Curriculum
- PS203 - Introduction to Psychology
- PS307 - Child Development
- ED325 - Teaching Social Studies Method
- ED327 - STEM Methods
- ED350 - Pre-Practicum
- ED401S - Seminar:Early Child Elem.
- ED401P - Practicum:Early Child Elem.

Additional content courses are required, please refer to curriculum map.

Requirements for Elementary Licensure

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

Complete ALL of the following Courses:

- ED100 - Teaching & Learning Today
- ED101A - Ed.Psychology:Pre-K to 2/Elem.
- ED202 - Early Childhood/Elem School Math: Curric
- ED207 - Early Childhood/Elementary Math: Instruc
- ED208 - Children's Literature
- ED308 - Educ Student/Special Needs
- ED323 - Sheltered Eng.ImmersionTeach
- ID208 - Integrating Elem Curriculum I
- PS203 - Introduction to Psychology
- PS307 - Child Development
- ED325 - Teaching Social Studies Method
- ED327 - STEM Methods
- ED350 - Pre-Practicum

- ED401S - Seminar:Early Child Elem.
- ED401P - Practicum:Early Child Elem.

Additional content courses are required, please refer to curriculum map.

Requirements for Secondary Education Licensure

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

Complete ALL of the following Courses:

- ED100 - Teaching & Learning Today
- ED101B - Educational Psychology Mid/Sec
- ED205 - Principles & Methods Sec. Ed.
- ED306 - Instructional Strategies (Sec)
- ED308 - Educ Student/Special Needs
- ED323 - Sheltered Eng.ImmersionTeach
- PS203 - Introduction to Psychology
- PS310 - Psychology of Adolescence
- ED325 - Teaching Social Studies Method
- ED350 - Pre-Practicum
- ED403S - Seminar: Secondary
- ED403P - Practicum: Secondary

Additional content courses are required, please refer to curriculum map.

4+1 Master of Education in Teaching Special Education

Qualified undergraduate students with a GPA of 3.0 or higher may begin taking graduate courses in the MEd in Teaching Special Education program during the second semester of their junior year. Students should follow a fifth-year curriculum plan, enrolling in no more than one graduate course per semester. Prior to registration students must complete an Intention to Pursue Regis College 5th Year Graduate Program form and secure signatures from a faculty advisor, the graduate program director, and the graduate admissions director. The completed form must be returned to the Office of Graduate Affairs.

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

Months to Complete

48

BA in Education-Non Licensure

General

Program Code
BA-ED-NL

Program Description
The education program at Regis College offers several pathways for students to become teachers upon graduation. Students learn how to plan curriculum at appropriate grade levels, demonstrate the ability to synthesize theory and practice in both college and pre-K through 12 settings, and learn about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom setting. As an education major, you can take education courses that lead to varying certification and licensure levels: Early Childhood, Elementary Education, and Secondary Education.

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Requirements for Early Childhood Non-Licensure

Complete ALL of the following Courses:

- ED100 - Teaching & Learning Today
- ED101A - Ed.Psychology:Pre-K to 2/Elem.
- PS307 - Child Development
- ED206 - Early Childhood Ed:Curriculum
- ED207 - Early Childhood/Elementary Math: Instruc
- ED208 - Children's Literature
- ED220 - Classroom Behavior Management
- ED225 - Admin&sup. Early Childhood Programs
- ED312 - Literacy Dev:Special Needs
- ED399A - Early Childhood Practicum/Sem
- ED400 - Lead Teacher Practicum

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

Months to Complete

48

BA in English

General

Program Code
BA-EN

Program Description
The study of English enables students to develop their skills as clear speakers, effective writers, and individuals who understand the value of literature as a powerful tool to challenge and to reflect culture. The English major will study complex texts and ideas using a variety of pedagogical approaches, including challenge-based and experiential learning, and a range of research from traditional to digital, to prepare him or her to succeed in an increasingly digital and global world as creative and analytical thinkers, problem solvers, writers, and engaged members of the wider community.

Location
Weston Campus

Degree Requirements

No Requirements

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Demonstrate familiarity with a wide range of literature written in English.

PLO 2: Distinguish the unique characteristics of contemporary and traditional genres of literature in English.

PLO 3: Contextualize literature through the use of a variety of theoretical, cultural, and historical lenses.

PLO 4: Generate clear, creative, and effective writing in a range of rhetorical modes.

PLO 5: Plan and produce both critical and creative projects that demonstrate literacy of digital and visual texts.

BA in Individually Designed

General

Program Code
BA-IM

Location
Weston Campus

Degree Requirements

Months to Complete
48

BA in Interdisciplinary Studies Humanities

General

Program Code
BA-ISHU

Program Description
The Interdisciplinary Studies in the Humanities program is designed to provide students with the flexibility to be self-directed in their studies. Its interdisciplinary approach allows students to experience the breadth and depth of the humanities disciplines while learning the core competencies and content that employers are currently demanding. While the courses required for each field of study vary widely, all humanities students are required to complete the following:

- ID-110: Exploring the Humanities
- EN-223: The Art of Persuasive Writing
- Internship
- HI-408B: Capstone

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Students will choose a major field of study and will work with the advisor of that field to construct the curriculum.

24 credits (excluding courses applied to the core curriculum) in the interdisciplinary humanities as follows:

- Students choose a primary field of study and develop a plan of study in consultation with their academic advisor based on career goals and interests.
- At least 12 credits must be in a single field (primary field of study).
- The remaining 12 credits must come from at least 2 supporting fields.
- At least 18 credits must come from upper-division (300-400 level) courses.
- At least one course should be designated as “experiential/integrative learning.”
- At least two courses should be designated as “global.”

Students take courses from the following fields (Please note that some interdisciplinary fields may require courses from more than one discipline; it is therefore very important that students work closely with their advisor to plan the best possible curriculum to suit the needs and interests of each student):

Core Degree Requirements

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- EN223 - The Art of Persuasive Writing
- ID110 - Exploring Humanities

Capstone Project/Thesis-Based Course

Complete ALL of the following Courses:

- HI408B - Vera Laska Colloquium

Internship

Students must complete an internship in a relevant field.

Creative Arts

Type

Completion Requirement

Creative Arts Courses

Complete at least 4 of the following courses:

- AH201 - Intro. to Art History
- AR221 - Basic Drawing
- AR222 - Basic Design
- AR321 - Painting Techniques I
- MU103 - Understand & Create Music I
- MU104 - Understand & Create Music II
- MU215 - Music,Health& Wholeness
- MU218 - Global Music

Upper-Level Courses

Complete at least 4 of the following courses:

- AR310 - Life Studio: Human Figure
- AR315 - Adv. Drawing for Illust. I
- AH303 - 19th Century Art
- AH304 - Modern Styles
- AH306 - Renaissance and Baroque Art

- AH313 - American Art
- MU300 - Instrumental Music Ensemble
- MU308 - Musical Theatre
- MU309 - Music at the Movies
- MU315 - Glee Singers
  OR MU316 - Glee Singers

Or any of the 200 or 300 level courses from the required list not already taken.

Culture, Ethnicity, and Diversity Studies

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- EN204 - Us Story:migration & Immigration
- PO231 - Human Rights
- ID214 - Env.Studies:PeoplePlanetProfit
- SO303A - Oppress/Prejud/Discrimination

300-Level or Above

Complete at least 4 of the following courses:

- SO201 - Introduction to Sociology
- ES302 - Sustainability & Human Systems
- EN325 - Latinx Writers in the Us
  OR SP325 - Latinx Writers in the Us
- EN348 - American Narratives/Identity
  OR HI348 - American Narratives/Identity
- ID320 - Environ. Justice World Literature
  OR SP320 - Environ. Justice World Literature
- HI200 - Ethnohistory
- HI307 - Intellectual History
- HI350 - Hist.Mediterranean Culture
- HI354 - Ethnicity in Mod.Amer.Culture
- PO325 - Genocide,Ethn.Conflict & Natl
- PO331 - Comp Colonialism & Polit Devel
- PO345 - Politics of Developing Nations
- CO322 - Organizational Communication
- PO230 - Internat'l Relations:Introd

Media Studies & Digital Humanities

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ID234 - Digital Scholarship
- EN211 - Writing About Texts
- CO208 - Introduction to Film Studies

Upper-Level Courses

Complete at least 4 of the following courses:

- EN223 - The Art of Persuasive Writing
- EN233 - Literature and Technology
- EN232 - InteractiveFiction&GameDesign
- CO203 - Introduction to Communication
- CO209 - Media in the 21st Century
- CO244 - Global Cinema & Hollywood's Shadow
  OR ID244 - GlobalCinema&Hollywood'sShadow
- CO303 - Horror Film & the Modern World
- MU309 - Music at the Movies

History, Politics, and Global Studies

Type

Completion Requirement

Introductory Courses

Complete at least 4 of the following courses:

- HI103 - US History through Civil War
- HI104 - US History:1865-Present
- HI107 - Ancient World:Birth-Rebirth
- HI108 - Europe & World after 1500
- HI111 - Pre-Colombian Civ.to Independence Wars
- HI112 - Modern Latin America: Ind.War-Present
- PO210 - American Politics:Introd.
- PO211 - Comparative Politics:Introd.

Upper-Level Courses

Complete at least 4 of the following courses:

- HI307 - Intellectual History
- HI322 - Birth of Ital. Renaissance
- HI350 - Hist.Mediterranean Culture
- HI354 - Ethnicity in Mod.Amer.Culture
- HI379 - The Culture of Fashion
- PO212 - Political Theory:Introd.
- PO230 - Internat'l Relations:Introd
- PO231 - Human Rights
- PO330 - Foreign Policy
- PO324 - State and Local Government
- PO315 - American Political Thought
- PO323 - Comparative Ideologies
- PO311 - First Amendment
- PO351 - WarPol&International Security

Medical Humanities

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MU215 - Music,Health& Wholeness
- EN329 - Writing forChange in Comm.
- EN334 - Writing and Healing
- ID228 - Challenge of Wellness
- PBH206 - Intro. to Global Health
- PBH307 - Health and Society

World Language

Complete ANY of the following Courses:

- PG100 - Intro Portuguese Hlth Sciences
- SP100 - Intro.Spanish for Hlth Sciences
- SP200 - Interm Spanish for Hlth Sciences
- SP300 - AdvSpanish for HealthSciences

Pre-Med Track

Student wishing to apply to medical school must work closely with the pre-med advisor to integrate the following classes to their course of study.

Complete ALL of the following Courses:

- BI103 - Introductory Biology I/Lab
- MA101A - Pre-Calculus
- CH103 - Chem.Structure & Reactions/Lab
- PY213 - General Physics/Lab
- CH315 - Biochemistry
- BI104 - Introductory Biology II/Lab
- MA106 - Introductory Calculus
- CH104 - Chem Structure & Reactions/Lab
- CH306 - Organic Chemistry II/Lab
- PY214 - General Physics/Lab
- BI401 - Sem: Ethical Issues Biology

Please note: Calculus is a co-requisite with Physics and must be taken before or with Physics 1. Chemistry requires that students be at a pre-calculus level in math.

Suggested Additional Courses

Alternate courses may be applied at the discretion of the advisor.

Fulfill ANY of the following requirements:

Arts/Performance

Complete ALL of the following Courses:

- AR310 - Life Studio: Human Figure
- DA204 - Movement/Physical Theatre

OR

Biology

Complete ALL of the following Courses:

- BI302 - Seminar: Hist. of Biology
- BI401 - Sem: Ethical Issues Biology

OR

English

Complete ALL of the following Courses:

- EN209A - Creative Writing
- EN234 - The Body in Literature
- EN204 - Us Story:migration & Immigration

OR

Global Business Management

Complete ALL of the following Courses:

- EC326 - Economics of Health Care

OR

History

Complete ALL of the following Courses:

- HI200 - Ethnohistory
- HI354 - Ethnicity in Mod.Amer.Culture

OR

Inderdisciplinary

Complete ALL of the following Courses:

- ID222 - Exploring the Human Spirit
- ID230 - Interdep Hlthcare Profess US
- ID330 - Contrib. Common Good

OR

Politics

Complete ALL of the following Courses:

- PO345 - Politics of Developing Nations
- PO325 - Genocide,Ethn.Conflict & Natl

OR

Public Health

Complete ALL of the following Courses:

- PBH309 - Intro. to Epidemiology

OR

Sociology

Complete ALL of the following Courses:

- SO205 - Social Problems
- SO213 - Cultural Anthropology
- SO303A - Oppress/Prejud/Discrimination
- SO355 - Sociology of Health & Illness

Religion, Philosophy, and Everyday Life

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- PH101 - Introd. to Philosophy I
- ID304 - Exploring Ethics
- RS216 - The Meaning of Faith

Upper-Level Courses

Complete at least 5 of the following courses:

- ABA606 - Behavioral Assessment
- RS201 - Old Testament
- RS202 - New Testament
- RS208 - Stories of Belief
- RS215 - Catholicism: Cont. Persp.
- RS309 - Religious Hope & the Future
- RS318 - Women and Religion
- HI307 - Intellectual History
- PH103 - Philosophy and Literature
- PH304 - Philosophy of Sport

At least two must be taken at 300-level or above.

Teaching the Humanities (with licensure in secondary education, history, or English)

Type

-

Additional Comments:

Students interested in teaching high school English and/or history are encouraged to take a variety of EN, HI, PO, and EC courses in addition to their ED courses; however, it is absolutely vital that students meet with their faculty advisors from BOTH the Humanities and Education Departments on a regular basis beginning as early in their college education as possible in order to adequately prepare for the MTEL exams.

Teaching for the 21st Century (with licensure in elementary or early childhood education)

Type

-

Additional Comments:

Students who intend to become early childhood or elementary teachers are encouraged to take a variety of course in the humanities as well as the social and natural sciences in addition to their ED courses; however, it is absolutely vital that students meet with their faculty advisors from BOTH the Humanities and Education Departments on a regular basis beginning as early in their college education as possible in order to adequately prepare for the MTEL exams.

Liberal Arts

Type

-

Additional Comments:

Designed to provide a broad-based liberal arts education, liberal arts students are encouraged to take a range of courses from the humanities as well as the social and natural sciences. It is strongly recommended that students work closely with an advisor to create the most appropriately integrated and effective curriculum possible.

Additional Information

Type

-

Additional Comments:

The following courses are designated as “experiential/integrative learning” courses (Alternate courses may be applied at the discretion of the Humanities department chair.): AR 409, AR 410, ED 401, EN 226 (3 times), EN 409, EN 410, GD 409, GD 410, HI 311, HI 409, HI 410, HI 412, ID 220/SP 320, ID 235 (3 times), ID 344, ID 345, ID 413, LG 409, MU 300 (3 times), MU 315 (3 times), MU 320 (3 times), PO 409, RS 280, SO 280, SP 250, SP 320, SP 409, SP 410, TH 311, TH 320, TH 322, TH 237

The following courses are designated as “global” courses (Alternate courses may be applied at the discretion of the Humanities department chair.): AH 201, AH 303, AH 304, AH 306, AH 307, DA 319, EN 203, EN 211, EN 218, EN 221, EN 222, EN 224, EN 231, EN 309, EN 327, EN 335, EN 336, EN 348, CO 244/ID 244, FR 101, FR 102, GD 347, HI 107, HI 108, HI 111, HI 112, HI 200, HI 211, HI 322, HI 348, HI 350,HI 354, HI 355, HI 379, HI 402A, ID 219A, ID 219B, ID 220/SP 320, IT 101, IT 102, IT 205, IT 302, LG 201, MS 201, MU 218, PG 100, PO 210, PO 211, PO 212, PO 230, PO 231, PO 315, PO 317, PO 323, PO 325, PO 330, PO 331, PO 333, PO 336, PO 337, PO 345, PO 351, RS 102, RS 215, SO 201, SO 205, SO 213, SO 260, SO 303A, SO 354, SO 355, SP 100A, SP 100B, SP 101, SP 102, SP 201, SP 202, SP 203, SP 205, SP 206, SP 250, SP 301, SP 302, SP 305, SP 306, SP 307, SP 308, SP 311, SP 312, SP 314, SP 318, SP 320/ID 220, SP 325, SP 401, SP 402, TH 216, TH 304, WL100

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Engage texts and other media critically, interpretively, and analytically

PLO 2: Use the practice-based methods of inquiry appropriate for the academic disciplines of the humanities

PLO 3: Demonstrate evidence of applied and engaged learning

PLO 4: Synthesize insights from a variety of disciplines and communicate them effectively

PLO 5: Find, use, and integrate information and cite sources appropriately

BA in Interdisciplinary Studies Humanities Accelerated

General

Program Code
BA-ISHU3

Program Description
The Interdisciplinary Studies in the Humanities program is designed to provide students with the flexibility to be self-directed in their studies. Its interdisciplinary approach allows students to experience the breadth and depth of the humanities disciplines while learning the core competencies and content that employers are currently demanding.

Location
Weston Campus

Degree Requirements

Months to Complete
36

BA in Marketing and Communications

General

Program Code
BA-MCO

Program Description
The demand for marketing specialists is strong, and our curriculum prepares you to step into a variety of roles related to digital marketing, social media content creation, branding, public relations, and crisis communications. You will gain both the skills and knowledge to advance your career in business or communications. The course format is flexible and allows you to continue working full-time. You will gain work experience and network connections along the way via a supported internship in a local corporation or non-profit organization.

The BA in Marketing and Communication program is offered in a flexible format through hybrid courses online and on the Regis North campus in Lawrence, MA. Students with prior college credits and who have met the prerequisites are eligible to enroll. Students will take part in small class sizes and gain professional experience in their field.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Prerequisites for the Major

Type
Prerequisite

Prerequisite Courses

Complete ALL of the following Courses:

- CO203 - Introduction to Communication
- CO204 - Effective Public Speaking

Degree Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- CO221 - Visual Communication
  OR
- CO305 - Small Group Communication
  OR CO306 - Interpersonal Communication
- CO320 - Social Media
- CO322 - Organizational Communication
- CO334 - Commun in Public Relations
- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior
- MT223 - Consumer Behavior
- MT352 - E-Commerce
- CO400 - Senior Research Seminar I
- CO401 - Senior Research Seminar II

Internship

Complete ALL of the following Courses:

- ID413 - Interdisciplinary Intern.Seminar

SBC Minor

Students must complete an approved SBC minor.

Capstone Requirement

Complete ANY of the following Courses:

- CO400 - Senior Research Seminar I
  AND CO401 - Senior Research Seminar II
- MT401 - Business Strat I:theories & Concepts
  AND MT402 - Business Strat II:App.

Capstone Requirement

Fulfill ANY of the following requirements:

OPTION 1

Complete ALL of the following Courses:

- CO400 - Senior Research Seminar I
  AND CO401 - Senior Research Seminar II

OR

OPTION2

Complete ALL of the following Courses:

- MT401 - Business Strat I:theories & Concepts
  AND MT402 - Business Strat II:App.

Additional Comments:

Please consult the department web page for sample four-year degree completion plans and suggested courses on the Regis website.

Capstone Requirement

Type

Completion Requirement

Capstone Requirement

You must complete CO 400 and CO401 or MT401 and MT402.

Complete at least 2 of the following courses:

- CO400 - Senior Research Seminar I
  AND CO401 - Senior Research Seminar II
- MT401 - Business Strat I:theories & Concepts
  AND MT402 - Business Strat II:App.

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate and apply major communication and marketing theories in a global context.

PLO 2: Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives.

PLO 3: Prepare and present effective oral, written, and visual marketing messages including graphic design and content for websites.

PLO 4: Use technology to create content across all social media platforms.

PLO 5: Employ effective research, statistical, and project techniques for communicating marketing-related knowledge.

PLO 6: Develop a marketing plan that integrates and applies communication- and business-related knowledge.

BA in Public Health

General

Program Code
BA-PBH

Program Description
Public Health is the science of protecting the health of the community through organized and systematic efforts. The mission of the public health major is to prepare students to serve and to lead in the field of public health through working with diverse populations and improving the health of communities through education, research, outreach, and service.

The BS Completion Program is online.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

All public health majors are required to complete the courses listed below in addition to Regis required core courses as part of their major requirements.

Prerequisites for the Major (must be taken concurrently with Public Health classes)

Type
Prerequisite

Biology Prerequisites

Complete ANY of the following Courses:

- BI108 - General Microbiology/Lab
  AND BI203 - Human Biology/Lab
- BI105 - Anatomy & Physiology I/Lab
  AND BI106 - Anatomy & Physiology II/Lab

Math Prerequisites

Complete ANY of the following Courses:

- MA210 - Statistics
- MA211 - Statistical Methods
  AND MA212 - Statistical Methods

*Students will be encouraged to take MA 211/212, but MA 210 will be accepted.

Degree Requirements

Type

Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- PBH200 - Intro. Public Health
- PBH309 - Intro. to Epidemiology
- PBH206 - Intro. to Global Health
- PBH300 - Health and the Environment
- PBH303 - Public Hlth Policy & Advocacy
- PBH305 - Public Health Leadership&Mgmt
- PBH307 - Health and Society
- PBH402 - Developing Public Health Prog.
- PBH409C - Internship I
- PBH410C - Internship
- PBH410CC - Capstone

Electives

The electives may be public health courses or may be a course from another department. Current courses that may fulfill the elective requirement include:

Complete at least 2 of the following courses:

- NUTR103 - Introduction to Nutrition
- PO231 - Human Rights
- SP100 - Intro.Spanish for Hlth Sciences
  OR SP200 - Interm Spanish for Hlth Sciences
- ID228 - Challenge of Wellness
- ID230 - Interdep Hlthcare Profess US
- SW202 - Intro to Social Services
- PS233 - Intro. to Human Development
- MU215 - Music,Health& Wholeness
- SP300 - AdvSpanish for HealthSciences
- IPE306 - ResearchMethods:Hlth Sciences
- IPE308 - Health Informatics
- NUTR205 - Nutrition Along Hlth Continuu
- NUTR248 - Food & Society
- NUTR319 - Life Cycle Nutrition
- NUTR320 - Community Nutrition

- EN329 - Writing forChange in Comm.
- EN334 - Writing and Healing
- SO303A - Oppress/Prejud/Discrimination
- SW304A - Communities, Orgs & Groups
- SW325 - Social Work in Health Care Settings
- SW340 - Contemporary Social Problems
- PBH313 - Global Public Health Experience

Other electives are possible with permission from Program Director.

Students who are majoring in public health should meet with their advisors to discuss the elective course.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Integrate knowledge of factors impacting human health, such as lifestyle, nutrition, genetics, aging, access to healthcare, and environmental exposures when analyzing public health issues

PLO 2: Demonstrate an understanding of the essential components of the U.S. healthcare system and how to advocate on behalf of the community

PLO 3: Evaluate population health challenges

PLO 4: Demonstrate oral and written communication skills required in health-related work settings and graduate and professional programs

PLO 5: Utilize critical thinking skills to analyze and evaluate health-related information

PLO 6: Work individually and within a team setting by applying organizational knowledge and leadership skills

PLO 7: Integrate and apply public health skills in a variety of settings.

PLO 8: Promote equity and the rights of individuals, groups, and the community according to the legal and ethical standards of the public health field

BA in Psychology

General

Program Code
BA-PS

Program Description
The field of psychology examines the behavior and mental processes of humans and animals from a variety of perspectives: biological, cognitive, developmental, social and personality, and mental and physical health. Psychology majors acquire transferrable professional and personal skills and knowledge which include critical thinking, effective written and oral communication, research and statistical analysis, ethicality, and a broad knowledge base within the discipline. An understanding of the field prepares undergraduates for meaningful careers upon graduation and for entry into graduate and professional degree programs. Students earning a bachelor's degree are prepared for entry level careers in human services, research, higher education, and business and industry while students earning an advanced degree in psychology are prepared for careers in mental health (e.g., counseling, therapy) and non-mental health subfields (e.g., sports, industrial-organizational, cultural, social, media, cognitive, environmental). As designed, the program provides students with the flexibility to take upper-level psychology electives of personal and professional interest, double major, elect a minor, study abroad, complete the program at an accelerated pace, or enter select Regis College Master's degree programs in three years.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PS203 - Introduction to Psychology
  OR PS233 - Intro. to Human Development
- PS204A - Intro to Pscyhology II/Lab

Degree Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- PS301 - Sem:History & Systems of Psych
- PS303 - Research Methods Psy I/Lab
- PS304 - Research Methods Psy II/Lab
- PS402 - Seminar: Problems in Psych.
- PS440 - Theory & Practice of Psy.I
- PS441 - Theory & Practice of Psy. II
- MA211 - Statistical Methods
- MA212 - Statistical Methods

Electives

Four additional psychology electives at the 300-level.

Additional Comments:
Double majors may take an additional elective instead of PS440 or PS441.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Students will apply the major psychological concepts, theoretical perspectives, historical trends, and evidence-based findings regarding behavior and mental processes

PLO 2: Students will critically evaluate research on behavior and mental processes with consideration and respect for diversity in the application of findings

PLO 3: Students will apply ethical and social justice values and behaviors in personal, professional, organizational, and community settings

PLO 4: Students will demonstrate effective communication skills that reflect psychological literacy.

PLO 5: Students will exhibit self-regulation, project management, professional judgment, collaboration, career planning, and workplace technology skills

BA in Psychology Accelerated

General

Program Code
BA-PS3

Program Description
"The field of psychology examines the behavior and mental processes of humans and animals from a variety of perspectives: biological, cognitive, developmental, social and personality, and mental and physical health. Psychology majors acquire transferrable professional and personal skills and knowledge which include critical thinking, effective written and oral communication, research and statistical analysis, ethicality, and a broad knowledge base within the discipline. An understanding of the field prepares undergraduates for meaningful careers upon graduation and for entry into graduate and professional degree programs. Students earning a bachelor's degree are prepared for entry level careers in human services, research, higher education, and business and industry while students earning an advanced degree in psychology are prepared for careers in mental health (e.g., counseling, therapy) and non-mental health subfields (e.g., sports, industrial-organizational, cultural, social, media, cognitive, environmental). As designed, the program provides students with the flexibility to take upper-level psychology electives of personal and professional interest, double major, elect a minor, study abroad, complete the program at an accelerated pace, or enter select Regis College Master's degree programs in three years.

In addition to the traditional 4-year Bachelor's degree program, this fast track option allows qualified undergraduate psychology majors with an opportunity to complete the Bachelor's degree in Psychology in three-years. Successfully completing this accelerated program saves students money while preparing them for earlier entry into careers or graduate and professional degree programs. Interested students should contact the Regis College Admission Office for more information on this accelerated program. "

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PS203 - Introduction to Psychology

OR PS233 - Intro. to Human Development
- PS204A - Intro to Pscyhology II/Lab

Degree Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:
- PS301 - Sem:History & Systems of Psych
- PS303 - Research Methods Psy I/Lab
- PS304 - Research Methods Psy II/Lab
- PS402 - Seminar: Problems in Psych.
- PS440 - Theory & Practice of Psy.I
- PS441 - Theory & Practice of Psy. II
- MA211 - Statistical Methods
- MA212 - Statistical Methods

Electives

Four additional psychology electives at the 300-level.

Additional Comments:
Double majors may take an additional elective instead of PS440 or PS441. Need to take one elective from each of three areas, Sociocultural, Mental Health and Wellness and Developmental/Cognitive

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Students will apply the major psychological concepts, theoretical perspectives, historical trends, and evidence-based findings regarding behavior and mental processes

PLO 2: Students will critically evaluate research on behavior and mental processes with consideration and respect for diversity in the application of findings

PLO 3: Students will apply ethical and social justice values and behaviors in personal, professional, organizational, and community settings

PLO 4: Students will demonstrate effective communication skills that reflect psychological literacy

PLO 5: Students will exhibit self-regulation, project management, professional judgment, collaboration, career planning, and workplace technology skills

BS in Business Analytics

General

Program Code
BS-BA

Program Description
The Bachelor of Science in Business Analytics strives to provide a unique and eclectic blend of interdisciplinary business, data science, computer science, and mathematics coursework to prepare our students to be effective and competitive in the present and anticipated marketplace. By leveraging the strengths of many of the university's course offerings, students completing this program will be well prepared to meet employers' current and future demand for the technical and cognitive skills needed to succeed as analytically oriented professionals in an interconnected global economy with increasing information resources.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Prerequisites

Type
Prerequisite

Prerequisites for the Major

Complete ALL of the following Courses:

- MA212 - Statistical Methods
- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- MT210 - Managerial Accounting
- MT222 - Principles of Marketing

- MT230 - Quantitat. Methods/Mgmt
- MT237 - Intro. to Business Analytics
- MT235 - Software App. for Business
- MT251 - Management Information Systems
- MT330 - Business Law & Ethics
- MT375 - Data Analytic Methods
- MT376 - Data Mining
- MT401 - Business Strat I:theories & Concepts
- MT402 - Business Strat II:App.

Additional Requirements

Complete ALL of the following Courses:

- ID413 - Interdisciplinary Intern.Seminar

Plus, any approved SBC minor.

Additional Comments:

Note: Many of these courses have prerequisite requirements. Please refer to the full course description and consult with your advisor before enrolling in any course.

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Know these core areas of business: management, accounting, marketing, and strategy.

PLO 2: Evaluate and apply fundamental principles of data analytic systems and technologies .

PLO 3: Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives.

PLO 4: Use data analytics technologies to solve realistic problems.

PLO 5: Employ effective research, statistical, and project techniques for communicating knowledge gleaned from data analysis.

PLO 6: Develop a strategic business plan that integrates and applies business analytic-related knowledge and methods.

BS in Biomedical Engineering

General

Program Code
BS-BE

Program Description
The Bachelor of Science in Biomedical Engineering program at Regis College allows students to explore the fields of biology, medicine and engineering. In biomedical engineering, students are given opportunities to apply team-based design and hands-on active analysis. Along with Regis' liberal arts curriculum, students will relate subject matter in the major to other disciplines to develop important skills in communication, critical thinking, awareness and impact of contemporary domestic and international issues, and problem solving.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- BE101 - Frontiers BE:Bridge Med&Tech
- BE110 - Intro.Biomedical Computation
- BE210 - Circuits and Sensors
- BE250 - Quantitative Human Physiology
- BE301 - Engineering in the Clinic
- BE302 - Engineering Standards ®ulation
- BE310 - Biomechanics
- BE330 - Transport &Fluids for BE
- BE420 - Biomaterials
- BE421 - Biomed.Measur&Instrument/Lab
- BE431X - Biomedical Engineering Lab I
- BE432X - Biomedical Engineering Lab II
- BE440 - Biomolecular Dynamics&Control
- BE450 - Sem:Innovation&Translation BE

- BE461 - Prin &App.Tissue Engineer/Lab
- BE481 - Bio.Engineer Design I
- BE482 - Bio.Engineer Design II
- BI209 - Intro.Microbiology/Lab
- BI210 - Cell Biology/Lab
- BI401 - Sem: Ethical Issues Biology
- CH103 - Chem.Structure & Reactions/Lab
- CH104 - Chem Structure & Reactions/Lab
- CH305 - Organic Chemistry I/Lab
- ID413 - Interdisciplinary Intern.Seminar
  OR ID413B - Interdisciplinary Internship Seminar
- MA107 - Introductory Calculus/Lab
- MA203 - Intermediate Analysis I
- MA204 - Intermediate Analysis II
- MA255 - Differential Equations
- MI101 - Exploring Medical Imaging
- PY213 - General Physics/Lab
- PY214 - General Physics/Lab

Plus one upper level BI elective.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Identify, formulate, and solve complex engineering problems by applying principles of (a) engineering, (b) science, and (c) mathematics

PLO 2: Apply engineering design to produce solutions that meet specified needs with consideration of (a) public health, safety, and welfare, as well as (b) global, cultural, social, environmental, and economic factors

PLO 3: Communicate effectively with a range of audiences

PLO 4: Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

PLO 5: Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

PLO 6: Develop and conduct appropriate (a) experimentation, (b) analyze and interpret data, and (c) use engineering judgment to draw conclusions

PLO 7: Acquire and apply new knowledge as needed, using appropriate learning strategies.

BS in Biology

General

Program Code
BS-BI

Program Description
Biology majors can choose to pursue either a Bachelor of Arts in Biology or a Bachelor of Science in Biology and work closely with their professors to study living organisms in order to better understand the science of life. Through independent research, lab work, and internships, biology students are prepared for a variety of career paths or graduate school. Biology majors enter fields such as medicine and allied health, basic science research, education, biotechnology, epidemiology, pharmaceutical sales, and laboratory management.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Biology Major

Complete ALL of the following Courses:

- BI103 - Introductory Biology I/Lab
- BI104 - Introductory Biology II/Lab
- BI209 - Intro.Microbiology/Lab
- BI210 - Cell Biology/Lab
- BI302 - Seminar: Hist. of Biology
- BI307 - Genetics/Lab
- BI401 - Sem: Ethical Issues Biology
- CH103 - Chem.Structure & Reactions/Lab
- CH104 - Chem Structure & Reactions/Lab
- CH305 - Organic Chemistry I/Lab
- CH306 - Organic Chemistry II/Lab
- ID413 - Interdisciplinary Intern.Seminar
- MA101B - Pre-Calculus/Lab
- MA107 - Introductory Calculus/Lab

- PY213 - General Physics/Lab
- PY214 - General Physics/Lab

plus four upper-level courses in biology (CH318 may count as an upper level elective).

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Develop the ability to evaluate scientific information critically, using analytical reasoning and quantitative skills.

PLO 2: Assess the role of science in complex issues, including technology, society, and ethics.

PLO 3: Assess the interaction and limitations of science in complex issues including technology, science, and ethics.

PLO 4: Apply the scientific method in the conduct of laboratory experiments.

PLO 5: Develop quantitative problem-solving skills in the conduct of lecture and laboratory experiments.

PLO 6: Use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.

BS in Biology Accelerated

General

Program Code
BS-BI3

Program Description
Biology majors can choose to pursue either a Bachelor of Arts in Biology or a Bachelor of Science in Biology and work closely with their professors to study living organisms in order to better understand the science of life. Through independent research, lab work, and internships, biology students are prepared for a variety of career paths or graduate school. Biology majors enter fields such as medicine and allied health, basic science research, education, biotechnology, epidemiology, pharmaceutical sales, and laboratory management.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Biology Major

Complete ALL of the following Courses:

- BI103 - Introductory Biology I/Lab
- BI104 - Introductory Biology II/Lab
- BI209 - Intro.Microbiology/Lab
- BI210 - Cell Biology/Lab
- BI302 - Seminar: Hist. of Biology
- BI307 - Genetics/Lab
- BI401 - Sem: Ethical Issues Biology
- CH103 - Chem.Structure & Reactions/Lab
- CH104 - Chem Structure & Reactions/Lab
- CH305 - Organic Chemistry I/Lab
- CH306 - Organic Chemistry II/Lab
- ID413B - Interdisciplinary Internship Seminar
- ID414 - Career Mgmt .:Intent&impact
- MA101B - Pre-Calculus/Lab

- MA107 - Introductory Calculus/Lab
- PY213 - General Physics/Lab
- PY214 - General Physics/Lab

plus four upper-level courses in biology (CH 318 may count as an upper level elective).

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Develop the ability to evaluate scientific information critically, using analytical reasoning and quantitative skills.

PLO 2: Assess the role of science in complex issues, including technology, society, and ethics.

PLO 3: Assess the interaction and limitations of science in complex issues including technology, science, and ethics.

PLO 4: Apply the scientific method in the conduct of laboratory experiments.

PLO 5: Develop quantitative problem-solving skills in the conduct of lecture and laboratory experiments.

PLO 6: Use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.

BS in Cybersecurity

General

Program Code
BS-CYB

Program Description
The Cybersecurity program is specifically designed to provide in-depth knowledge and skills related to protecting computer systems, networks, and data from cyber threats. We delve into topics like cryptography, network security, ethical hacking, risk analysis, and digital forensics. Our Cybersecurity program emphasizes hands-on experience through labs and practical exercises. Students learn how to simulate and respond to real-world cyberattacks, gaining practical skills. No new students are being accepted into this program.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Requirements for the Major

Complete ALL of the following Courses:

- CYS110 - Intro.to Cybersecurity/Lab
- CYS210 - RiskAnalysis&Comp.Threats/Lab
- CYS220 - Digital Forensics
- CYS230 - Hacking &Penetration Testing
- CYS232 - NetworkDefense&Countermeasure
- CYS234 - Comp.Crime & Criminal Justice
- CYS315 - Operating Systems and Computer
- CYS404 - Cyberethics, Laws & Privacy
- CYS405 - Practicum/Internship
- CYS407 - Cybersecurity Capstone Project
- CS103 - Network Applications/Lab
- CS104 - Programming Fundamentals I/Lab
- CS105 - Programming Fundamentals Ii/Lab
- CS320 - Database Systems

- ID309 - Methods of Social Research
- ID413 - Interdisciplinary Intern.Seminar
- MA210 - Statistics
- **OR** PO329 - Criminalistics

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Summarize and evaluate fundamental cybersecurity concepts, theories, and strategies as they apply to real world case studies.

PLO 2: Analyze national and federal laws, policies, and guidance documents related to information assurance/ cybersecurity

PLO 3: Demonstrate knowledge of the social, psychological, ethical, and legal policies and requirements within the field of information assurance/cybersecurity

PLO 4: Assess the philosophical, historical, ethical, behavioral, technological, legal, and policy dimensions related to cybersecurity - Evaluate and appropriately apply different methodologies for combatting cyber security attacks

PLO 5: Synthesize and apply the knowledge and skills learned through the planning implementation of an original project

BS in Dental Hygiene

General

Program Code
BS-DH

Program Description
Dental hygiene is a medical profession in which dental hygienists assess patients for signs of oral diseases such as gingivitis and periodontitis, expose dental radiographs, clean teeth, and provide other preventive dental care. They also educate patients on ways to improve and maintain good oral health. Dental hygiene services are a treatment to maintain or increase the overall health, well-being, and functional outcomes for individuals experiencing dental disease.

The Regis College dental hygiene program is accredited by the Commission of Dental Accreditation and offers either an Associate of Science degree or Bachelor of Science degree to prepare students for this fast-growing profession.

The dental hygiene program has a strong philosophical base that reflects a belief that learning is an integral part of life in which education, as a formal process, provides students with cognitive and psychomotor expertise within an overall framework of effective values.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admissions Policy for Dental Hygiene

- All prerequisite courses must be complete by July 1st to be considered for fall enrollment into the dental hygiene program. Applicants may be considered after July 1st, provided all their prerequisites were completed with the minimum requirements necessary prior to July 1st.
- An intended dental hygiene student (student taking prerequisite courses to get into the dental hygiene program), who has received two (2) failing dental hygiene prerequisite course grades, by either receiving a course grade below the required B- (80%) or a WF for a course withdrawal, will not be admissible into the dental hygiene program. The two (2) failing grades may be due to two (2) attempts of the same course or two (2) separate courses. A withdrawal from a course when failing ("WF") is considered a failing grade attempt. Students who withdraw due to a Medical Leave of Absence (MLOA) from the university are exempt.
- Students must have at least an overall 3.0 GPA and all of the prerequisite science courses completed with at least a grade of B- or better.

- Technical standards apply for the admission into the dental hygiene program (motor skills, sensory skills, intellectual skills and behavioral skills). A complete list is available at the admissions department and on the Regis College website.
- The Regis College dental hygiene program does not admit students with advanced standing.

Program Requirements for Dental Hygiene:

- In order to maintain standing in the dental hygiene program, a minimum course grade of a “C” or 73% is required to fulfill all dental hygiene courses and to progress in the program. Students must maintain no less than a 2.0 cumulative GPA while in the dental hygiene program as well.
- A dental hygiene student in the program, who has received two (2) failing dental hygiene course grades, either by receiving a course grade below the required C (73%) or a WF for a course withdrawal, will be dismissed from the dental hygiene program. The two (2) failing grades may be due to two (2) attempts of the same course or two (2) separate courses. A withdrawal from a course when failing (“WF”) is considered a failing grade attempt. Students who withdraw due to a Medical Leave of Absence (MLOA) from the university are exempt. If a student in the program fails a dental hygiene course, he/she will not be able to progress to the next semester and will be required to repeat the course the following year if the student wishes to remain in the dental hygiene program.

Degree Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- ID230 - Interdep Hlthcare Profess US
- BI108 - General Microbiology/Lab
- CH105 - Intro. Chemistry/Lab
- RC101 - Regis First Year Seminar
- EN105 - Reading,Thinking, & Writing I
- EN106 - Reading,Thinking,&Writing II
- CO204 - Effective Public Speaking
- PS242 - Health Psychology

All dental hygiene courses are to be taken sequentially as outlined in the curriculum.

Degree Requirements

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- DH101 - Dental Hygiene Theory I
- DH102 - Medical Emergencies
- DH103 - Clinical Dental Hygiene I
- DH104 - Clinical Dental Hygiene II
- DH105 - Dental Anatomy & Histology
- DH106 - Head & Neck Anatomy & Embryology
- DH108 - Periodontology
- DH120 - Dental Hygiene Theory II
- DH148 - Dental Materials
- DH170 - Dental Radiology
- DH203 - Dental Hygiene Clinic III
- DH204 - Dental Hygiene Clinic IV
- DH205 - Pharmacology
- DH207 - General & Oral Pathology
- DH209 - Public and Community Health
- DH213 - Dental Hygiene Theory III
- DH214 - Dental Hygiene Theory IV
- DH215A - Pain Management/Lab
- DH220 - Nutrition for Dental Hygienist
- DH310 - Evidence-Based Decision Making
- DH410 - Dental Hygiene Capstone

12-credit Concentration

Fulfill ANY of the following requirements:

DH Education Concentration

Complete ALL of the following Courses:

- DH320 - Curriculum Methods & Material
- DH330 - Curriculum Dev. & Assessment
- DH332 - Online Learning Development
- DH440 - DH Clinical Teaching Practicum

Current CPR certification, RDH licensure, and Permit L licensure are required for DH 440.

OR

Other Concentrations (Business, Public Health, Psychology or Design your own)

Please see academic advisor for course options.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: (All courses) integrate the knowledge of basic, dental, and behavioral sciences into the practice of dental hygiene

PLO 2: (Clinical skills) apply the appropriate clinical skills to effectively treat a diverse population of patients in the dental hygiene process of care

PLO 3: (ADPIED) employ the principles of assessment, diagnosis, planning, implementation, evaluation and documentation (ADPIED) to the process of dental hygiene care in a variety of settings

PLO 4: (Communication) demonstrate professional and effective communication skills in all aspects of patient care to patients with various medical, physical, psychosocial and/or cultural needs.

PLO 5: (Technology, information literacy, evidence-based assertions) utilize technology to acquire evidence based information in decision-making and patient assessment.

PLO 6: (Professional Affiliation, life-long learning) uphold the values of professional growth and development, and the importance of life-long learning through active involvement in professional organizations

PLO 7: (Community engagement, interprofessional collaboration) promote interprofessional collaboration and active community engagement to promote oral and overall health of the public

PLO 8: (Ethical, Regulatory, Legal Regulations) manage the ethical, legal and regulatory issues related to the practice of dental hygiene

BS in Digital Marketing

General

Program Code
BS-DM

Program Description
The Bachelor of Science in Digital Marketing complements Regis's experience in business and communication with high-demand skills in e-commerce, social media, visual media, marketing analytics, search-engine optimization, and communication strategy. This program prepares students for careers in marketing, communication, management, and business strategy.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Prerequisites

Type
Completion Requirement

Prerequisite Courses

Complete ALL of the following Courses:

- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior

Degree Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- CO203 - Introduction to Communication
- CO247 - Digital Storytelling
- CO320 - Social Media
- MT222 - Principles of Marketing
- MT223 - Consumer Behavior

- MT235 - Software App. for Business
- MT352 - E-Commerce
- MT402 - Business Strat II:App.
- MT417 - E-mail Marketing
- MT418 - Search Engine Optimiz. & Mktg

Additional Requirements

Complete ALL of the following Courses:

- ID413 - Interdisciplinary Intern.Seminar
- ID414 - Career Mgmt .:Intent&impact

Plus, complete an approved SBC minor.

Additional Comments:

Please consult the department web page for sample four-year degree completion plans and suggested courses on the Regis website.

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Create marketing strategies and content that promote customer engagement, loyalty, and satisfaction..

PLO 2: Analyze marketing and customer data to identify behavioral trends and effective social media and internet promotion.

PLO 3: Apply detailed knowledge or marketing technology tools and techniques to address business problems and drive growth.

PLO 4: Demonstrate standards of ethical conduct that honor the mission of Regis college and the Sisters of St, Joseph and adhere to the standards promoted by the Digital Marketing Association.

BS in Diagnostic Medical Sonography

General

Program Code
BS-DMS

Program Description
The Regis Diagnostic Medical Sonography Program offers three sonography concentrations, Abdominal, OB/GYN, and Vascular, in one bachelor's degree. Students receive didactic and clinical training in all three concentrations meaning applicants cannot select one concentration. Clinical, laboratory, and didactic education offer students the education and skills for the demanding role of a competent sonographer. Please see Diagnostic Medical Sonography program website for more information.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admission Policy & Matriculation into Program

The Diagnostic Medical Sonography program is considered competitive due to the limited number of students admitted into the program (13), which is based on clinical placement availability.

There are two pathways for admission into the program. Pathway 1 is “Direct Accept” which is for high school applicants. Pathway 2 is for traditional college transfer applicants. Please see the Diagnostic Medical Sonography program website for admission information/policy.

Progression in the Diagnostic Medical Sonography Program

Diagnostic Medical Sonography students must maintain a minimum of a 3.0 GPA and must pass all Diagnostic Medical Sonography Courses with a B- or higher to stay in the program. See the Diagnostic Medical Sonography program website for most current information.

Technical Standards

Technical standards apply for the admission into the Diagnostic Medical Sonography Program. These standards include motor, sensory, communication, behavior and critical thinking and cognitive skills. A complete list is available on the Diagnostic Medical Sonography program website.

Prerequisites

Type
Prerequisite

Prerequisite Courses

Complete ALL of the following Courses:

- MA100B - Applied College Algebra/Lab
- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- ID230 - Interdep Hlthcare Profess US
- EN105 - Reading,Thinking, & Writing I
- EN106 - Reading,Thinking,&Writing II
- ID304 - Exploring Ethics
- MI101 - Exploring Medical Imaging
- PY101 - Intro.Physics Health Sciences

Degree Requirements

Complete ALL of the following Courses:

- DMS250 - Introduction to Sonography
- DMS253 - Sectional Sonography I
- DMS254 - Sonographic Principles & Instrument I
- DMS256 - Scanning Laboratory I
- DMS258 - Sonography and Patient Care
- DMS261 - Sectional Sonography II
- DMS262 - Sonographic Principles & Instrument II
- DMS264 - Scanning Laboratory II
- DMS266 - Hemodynamics & Doppler Sonography
- DMS351 - Abdominal & Subspecialty Sonography I
- DMS352 - OB/GYN Sonography I
- DMS354 - Vascular Sonography I
- DMS356 - Scanning Laboratory III
- DMS358 - Clinical Practicum I
- DMS361 - Abdominal & Subspecialty Sono II
- DMS362 - OB/GYN Sonography II
- DMS364 - Pediatric Sonography
- DMS366 - Clinical Practicum II
- DMS368 - Clinical Practicum III
- DMS370 - Vascular Sonography II
- DMS450 - OB/GYN Sonography III
- DMS452 - Vascular Sonography III
- DMS454 - Breast Sonography
- DMS456 - Musculoskeletal Sonography
- DMS458 - Clinical Practicum IV
- DMS460 - DMS Capstone & Research Meth
- DMS462 - Fetal Echocardiography

- DMS464 - Clinical Practicum V
- MI408 - Leadership in Medical Imaging

1. Students must maintain a cumulative GPA of 3.0
2. Achieve a minimum grade of B- in MA100B, ENG 105, ENG 106, BI105, BI106, PY101,ID230, ID304 and all DMS and MI courses, and a C in all other prerequisite and core courses.
3. Clinical Practicum II and V start in early January. Winter session clinical is 5 days/week for 2 weeks.
4. There is a summer course and clinical in the summer between junior and senior years that meets four days per week.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Demonstrate academic and clinical competency for performing sonographic examinations, diagnostic procedures, and biopsies

PLO 2: Obtain, review, and integrate patient history and clinical history to facilitate optimum diagnostic results

PLO 3: Record, analyze and process diagnostic data and other pertinent observations made during the exam for presentation to the interpreting physician

PLO 4: Employ critical thinking skills to integrate patient history, clinical history, and sonographic findings

PLO 5: Facilitate communication and education to elicit patient cooperation and understanding of expectations and responds to questions regarding the examination

PLO 6: Demonstrate effective communication skills with patients and the healthcare team

PLO 7: Provide compassionate patient care and advocate for patient safety and well-being.

PLO 8: Act in a professional and ethical manner and adhere to the Society of Diagnostic Medical Sonographers Code of Conduct

PLO 9: Demonstrate skills for lifelong learning and professional contribution

BS in Financial Planning

General

Program Code
BS-DPS-FP

Location
Weston Campus Online, Weston Campus

Degree Requirements

Months to Complete
24

BS in Environmental Sustainability

General

Program Code
BS-ENS

Program Description
INACTIVE MAJOR The Bachelor of Science in Environmental Sustainability program educates students to recognize, study, and analyze complex relationships among the social, human, and environmental systems that address issues involving: population shifts, climate change, natural resources, environmental degradation, food systems, sustainable production and consumption, lifestyles, human security and public health.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- BI103 - Introductory Biology I/Lab
- BI104 - Introductory Biology II/Lab
  OR BI108 - General Microbiology/Lab
  OR BI209 - Intro.Microbiology/Lab
- ID413 - Interdisciplinary Intern.Seminar
- ES200 - Prin.Sustainability Sci. for Environment
- ES201 - Ethics and Policy in ES
- ES301 - Environmental Science
- ES302 - Sustainability & Human Systems
- ES304 - Dynamic Systems Modeling
- MA210 - Statistics

Plus five elective courses selected across biology, chemistry, economics, English, history, management, political science, public health and sociology (Note that prerequisites to take these courses may be required.)

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Increase environmental science literacy and its application in business and personal decision-making.

PLO 2: Promote engaged and problem-based learning in Earth and environmental sciences by incorporating original research through the use of field and laboratory technology.

PLO 3: Integrate and apply scientific knowledge across students interdisciplinary liberal arts and sciences and health sciences curricula.

BS in Exercise Science

General

Program Code
BS-ES

Program Description
Students in the Exercise Science major gain knowledge of the scientific and medical aspects of physical activity, health and sport performance while gaining hands-on experience that prepares them to play an essential role in improving individuals' quality of life and combating chronic disease in society. The BS in Exercise Science prepares graduates to enter the fitness, corporate wellness, or healthcare industry in a variety of roles. It also provides a strong foundation for the pursuit of graduate level study in areas such as exercise physiology, cardiac rehabilitation, physical therapy, occupational therapy, athletic training, physician assistant, and other healthcare fields.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
  AND BI106 - Anatomy & Physiology II/Lab
- CH103 - Chem.Structure & Reactions/Lab
  AND CH104 - Chem Structure & Reactions/Lab
- MA210 - Statistics
- PY101 - Intro.Physics Health Sciences
- HFS150 - Intro.Health & Fitness Studies
- HFS208 - Resp Emerg: First Aid, CPR
- HFS211 - Health and Wholeness
- EXS258 - Scope of Exercise Science
- EXS261 - Motor Learning
- EXS314 - Exercise Assessment/Lab

- EXS315 - Exercise Programming/Lab
- EXS355 - Psychology of Exercise&sport
- EXS364 - Kinesiology
- EXS370 - Biomechanics
- EXS372 - Exercise:Spec.Populations/Lab
- EXS373 - Exercise Physiology
- HFS412 - HFS Field Placement/Seminar
- HFS413 - HFS Field Placement/Seminar
- IPE306 - ResearchMethods:Hlth Sciences
- NUTR103 - Introduction to Nutrition
  OR NUTR205 - Nutrition Along Hlth Continuu
- NUTR250 - Obesity & Body Weight Mgmt.
- PS233 - Intro. to Human Development

Plus 2 physical education activity courses.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Demonstrate knowledge of human anatomy and physiology, human development and behavior, human movement, exercise principles, nutrition and health, and be able to apply this knowledge within various contexts

PLO 2: Analyze, evaluate and utilize research related to exercise, nutrition, and health

PLO 3: Perform health, fitness and performance assessments and utilize this information to develop safe and effective exercise programs based on the needs and goals of the individual or group

PLO 4: Integrate leadership, motivational strategies, and management skills in promoting principles of fitness, nutrition, health, and/or performance

PLO 5: Create and apply effective interventions and strategies for improving fitness, nutrition, health and/or performance of a diverse population including athletes, youth, adults and individuals with physical or health limitations

PLO 6: Demonstrate knowledge of, and apply professionalism, interprofessional collaboration, and advocacy within exercise science and related fields

BS in Financial Planning

General

Program Code
BS-FP

Program Description
The Bachelor of Science in Financial Planning builds upon the university's strength in business and the liberal arts to provide students with applied financial services skills for challenging, well-compensated employment with banks, investment firms, law firms, insurance providers, and consulting enterprises. It will also prepare students considering an MBA, MSF, MSA, or other graduate study. Upon completion of the Certificate program, students will be eligible to sit for the Certified Financial Planner (CFP®) examination and certification.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Prerequisites

Type
Prerequisite

Prerequisites for the Major

Complete ALL of the following Courses:

- MA210 - Statistics
- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- MT209 - Financial Accounting
- MT210 - Managerial Accounting
- MT222 - Principles of Marketing

- MT235 - Software App. for Business
- MT301 - General Principles of Financial Planning
- MT302 - Risk Management & Insurance Planning
- MT303 - Investment Planning
- MT304 - Tax Planning
- MT305 - Retirment Savings&Income Plan
- MT306 - Estate Planning
- MT307 - Capstone Financial Planning
- MT340 - Financial Management

Additional Requirements

Complete ALL of the following Courses:

- ID413 - Interdisciplinary Intern.Seminar

Additional Comments:

Note: Many of these courses have prerequisite requirements. Please refer to the full course description and consult with your advisor before enrolling in any course.

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO 1: 1. Know the core areas of business: accounting, management, marketing, economics, and finance.

PLO 2: 2. Analyze a client's long-term and goals in order to design beneficial financial planning strategies.

PLO 3: 3. Apply detailed knowledge of local, state, and federal tax laws to client financial advisement.

PLO 4: 4. Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Conduct developed by the Center for Financial Planning (CFP) Board.

PLO 5: 5. Synthesize and effectively communicate complex financial and legal concepts to clients and other stakeholders.

PLO 6: 6. Evaluate the suitability of various investment vehicles and financial decisions for individual clients and investor categories.

BS in Health Sciences

General

Program Code
BS-HS

Program Description
The BS in Health Sciences Degree Completion program is open to individuals with an associate degree and license in a health science field. Students will actively engage in the study of health sciences as it relates to a n array of societal and healthcare factors. Students work closely with the faculty advisor to design a program of study for the Health Sciences degree.

The BS Completion Program is online.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Upper-Level Health Sciences

6 upper level courses in the health sciences.

Experience

1 internship/field experience/research experience

Mathematics

Complete ANY of the following Courses:

- MA210 - Statistics
- MA211 - Statistical Methods
  AND MA212 - Statistical Methods

Natural Science

2 natural science courses with lab

Months to Complete

48

BS in Medical Imaging

General

Program Code
BS-IAS-MI

Program Description
BS Completion in Medical Imaging

The bachelor's completion program in medical imaging at Regis College is designed specifically for registered and registry-eligible technologists in all medical imaging modalities. Our program caters to radiologic technologists, MRI technologists, nuclear medicine technologists, sonographers, and radiation therapists aiming for higher certification and leadership roles in medical imaging schools.

Breast Imaging Concentration

The Breast Imaging concentration is geared for students who are current radiography technologists (or registry eligible) with an associate of science degree and who have the professional goal of practicing as a mammographer and breast imaging technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent BI technologist. Clinical education occurs at a variety of clinical sites to offer experiences through a competency-based model using state-of-the-art equipment. The BI concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT)

Interventional Radiology Concentration

The Interventional Radiology concentration is geared for students who are current radiography technologists (or registry eligible) with an Associate of Science degree and who have the professional goal of practicing as an interventional radiology (IR) technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent IR technologist. Clinical education occurs at a variety of hospitals to offer experiences through a competency-based model using state of the art equipment. The IR concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of 505 Radiologic Technologists (ARRT)

Location
Weston Campus Online, Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

General Education Requirements - 41 credits

Type
Completion Requirement

Additional Comments:
- Natural Sciences (2 courses from 2 different disciplines)*
- Writing Seminar I*
- Writing Seminar II*
- Ethics Course*
- Statistics Course*
- Social Science Courses (2 courses)*
- Literature Course*
- Philosophy Course*
- Religion Course*
- History Course*
- Expressive Arts Course*

*Could be transferred from any accredited college/university

Bachelor Degree Completion

Type
Completion Requirement

Upper-Division Courses

All are required to be taken at Regis.

Complete ALL of the following Courses:
- MI408 - Leadership in Medical Imaging
- MI473 - Quality Mgmt.In Medical Imaging
- MI476 - Seminar:Medical Imaging
- IPE306 - ResearchMethods:Hlth Sciences
- MI650 - Patho.Across Radio.Modalities

Plus electives (if required based on total number of credits and must be approved by the program coordinator).

MI650 serves as graduate elective credit for MS program.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals

PLO 2: Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images

PLO 3: Discuss the various pathologies presented in diagnostic medical imaging exams

PLO 4: Analyze various procedures and therapies for correct use of instrumentation

PLO 5: Demonstrate ethical decisions in the clinical setting

BS in Neuroscience

General

Program Code
BS-NEU

Program Description
The Neuroscience program engages majors and minors in the exciting and rapidly progressing interdisciplinary field of neuroscience. In this program, students learn about the brain, behavior and neuroscientific processes from multiple perspectives including health sciences, physiology, anatomy, pharmacology, imaging, animal behavior and data collection and analysis. This interdisciplinary approach allows students to explore the nervous system from the level of molecules up to memory and emotions. Students hone critical thinking and writing and communication skills through analysis of the newest breakthroughs and trends in neuroscience. Coursework culminates in a research experience, in which students gain an in-depth knowledge of a specific topic in neuroscience through one-on-one mentorship with a faculty member or research supervisor.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Foundational Courses Required for All Neuroscience Majors

Complete ALL of the following Courses:

- NEU201 - Intro.to Neuroscience/Lab
  AND NEU201X - Lab
- PS203 - Introduction to Psychology
- CH105 - Intro. Chemistry/Lab
  OR CH103 - Chem.Structure & Reactions/Lab
  OR CH104 - Chem Structure & Reactions/Lab
- BI105 - Anatomy & Physiology I/Lab
  OR BI106 - Anatomy & Physiology II/Lab
  OR BI103 - Introductory Biology I/Lab
  OR BI104 - Introductory Biology II/Lab
- PS303 - Research Methods Psy I/Lab

AND PS304 - Research Methods Psy II/Lab
- MA211 - Statistical Methods
  OR MA212 - Statistical Methods
  OR MA106 - Introductory Calculus
- BI210 - Cell Biology/Lab
- PS329A - Neuropsychology
- BI306 - Neurobiology/Lab
- NEU403 - Neuroscience Research I
- NEU404 - Neuroscience Research II

Neuroscience Major Electives

Majors will choose a total of 5 neuroscience electives with a minimum of 2 electives from each cluster.

Fulfill ANY of the following requirements:

Cognitive/Behavioral Cluster

Complete at least 2 of the following courses:
- NEU322 - Sensory Systems and Perception
- NEU323 - Learning and Memory
- NEU325 - Social Neuroscience
- PS321 - Cognitive Processes
- PS309A - Psychological Disorders: Adult

OR

Molecular/Cellular

Complete at least 2 of the following courses:
- BI307 - Genetics/Lab
- BI312A - Animal Physiology/Lab
- BI308 - Developmental Biology/Lab
- BI316 - Immunology
- NEU324 - Drugs,Brain & Behavior

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Exhibit a broad knowledge of the major life and behavioral sciences upon which neuroscience is founded

PLO 2: Demonstrate an understanding of how historical background and theoretical perspectives shaped the current state of the field

PLO 3: Articulate the interdisciplinary nature of neuroscience and the mutual contributions and intersections among neuroscience, humanities, and social sciences

PLO 4: Describe the underlying principles, strengths, limitations, and ethical considerations of common methodologies used in neuroscience research

PLO 5: Analyze, interpret, and represent quantitative information in both symbolic and graphical forms

PLO 6: Apply underlying neuroscience principles and techniques to independently solve a hypothesis-driven research question in a specific sub-discipline

PLO 7: Effectively communicate scientific findings, concepts, and theories to both general and scientific audiences in both written and oral formats through advocacy and outreach to the community

PLO 8: Analyze, evaluate, and integrate primary literature to identify existing gaps in knowledge

BS in Nuclear Medicine

General

Program Code
BS-NM

Program Description
Nuclear Medicine utilizes radiopharmaceuticals and medical isotopes to diagnose and treat diseases. Nuclear Medicine is the modality in medical imaging that provides physiology information of particular diseases in most organs of the body. This program prepares students to be competitive in the job market. Students will perform clinical internships at cutting-edge, major academic medical centers and advanced community-based hospitals in and around the Boston area.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admissions Policy for Nuclear Medicine

To be considered for the Nuclear Medicine program, students must:

- Have at least an overall 3.0 GPA and all of the prerequisite courses completed with at least a grade of B- or better
- Have an interview with the Nuclear Medicine program director/faculty

Other requirements for admission also apply. For a full explanation, contact the Medical Imaging department, see the program's website, or see the Handbook for the Nuclear Medicine Technology program.

There is also a direct acceptance option for high school students. Please visit www.regiscollege.edu/academics/ug-department.cfm?id=BS_Nuclear_Medicine for the admissions policy; however, even if a student from high school receives direct acceptance into the Nuclear Medicine program, the student must also meet the admissions criteria described above.

The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Education Programs in Nuclear Medicine Technology (JRCNMT), 2000 W. Danforth Rd. STE 130, #203 Edmond, OK 73003, Phone 405-285-0546.

Degree Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- EN105 - Reading,Thinking, & Writing I
- EN106 - Reading,Thinking,&Writing II
- MA210 - Statistics
- PY101 - Intro.Physics Health Sciences
- CH103 - Chem.Structure & Reactions/Lab
- CH104 - Chem Structure & Reactions/Lab
- ID230 - Interdep Hlthcare Profess US
- ID304 - Exploring Ethics
- PY301 - Radiation Physics
- MA100B - Applied College Algebra/Lab

MA100A and MA101A are only required based on placement tests.

All nuclear medicine courses are to be taken sequentially as outlined in the professional curriculum.

Additional Comments:

For students entering Regis College in Fall 2025 and beyond.

Degree Requirements

Type

Completion Requirement

Required for the Major and Concentration

Complete ALL of the following Courses:

- NM350 - Nuclear Medicine Essentials
- MI400 - Prof. Practice in Imaging
- NM401 - NM Procedures&Technology
- NM406 - Instrumentation I
- NM409 - Rad.Phy.Bio & Protection
- NM410 - Radiopharmacy and Pharmacology
- NM415 - Nuclear Cardiology
- NM420 - Molecular Imaging
- NM430 - Applied Nuclear Med. Lab I
- NM431 - Applied Nuclear Med. Lab II
- NM450A - Clinical Internship I
- NM451A - Clinical Internship II
- NM452A - Clinical Internship III
- NM460 - Nuclear Medicine Critique

- NM470 - Nuclear Medicine Seminar
- MI408 - Leadership in Medical Imaging
- MI462 - Computed Tomography
- IPE306 - ResearchMethods:Hlth Sciences

Additional Comments:
For students entering Regis College in Fall 2025 and beyond.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Select and implement appropriate exam protocols and scan parameters to provide high-quality diagnostic and therapeutic nuclear medicine/molecular imaging services

PLO 2: Assess the benefits and risks of radiation exposure to meet regulatory requirements, optimize patient radiation dose, and limit exposure to self and the general public

PLO 3: Apply knowledge of instrumentation to operate nuclear medicine/molecular imaging equipment and to perform standard quality control activities

PLO 4: Evaluate and analyze evidence-based research.

PLO 5: Employ essential patient care skills to serve as a model of professionalism within the field of nuclear medicine/molecular imaging.

PLO 6: Demonstrate mastery of the didactic knowledge required for the national certification board exams in Nuclear Medicine Technology offered by the Nuclear Medicine Technology Certification Boards (NMTCB) and the American Registry of Radiologic Technologists (ARRT).

BS in Nursing

General

Program Code
BS-NU

Program Description
The Bachelor of Science in Nursing (BSN) degree is for students who want to make a difference in the lives of patients through compassionate, person-centered care. A value-based curriculum teaches students to be sensitive to the unique needs of different patients. State-of-the-art simulation labs and patient-centered clinicals at some of the best hospitals in the world help prepare our graduates to become knowledgeable, empathetic professionals.

Admission Requirements: The Nursing program admits students into the undergraduate pre-licensure program in one of three ways: 1) direct acceptance as a freshman, 2) admission as a current Regis undergraduate student, or 3) admission as an undergraduate transfer student.

Modality: Weston campus, Full-time program, In person didactic, lab/simulation, and clinical practice hours.

Credits: 125 credits.

Licensure: NCLEX

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Basic Admission Requirements to the Nursing Program

Type
Prerequisite

GPA

The admission decision will be based primarily on the student's grade point average to date, with particular attention to the quality of performance in ID 230 Interdependence of Health Professions in the US, NU 305 Foundations of Nursing Practice, and in Regis prerequisite science and mathematics courses.

Have at least a B (3.0) cumulative grade point average (GPA).

Science

Earn an average overall combined GPA of 3.0 or higher in the following:

- BI105 - Anatomy & Physiology I/Lab

- BI106 - Anatomy & Physiology II/Lab
- BI108 - General Microbiology/Lab
- BI212 - Pathophysiology
- CH105 - Intro. Chemistry/Lab

Nursing

Earn a minimum letter grade of at least a B- (2.7) or higher in the following:

- ID230 - Interdep Hlthcare Profess US

Non-Nursing Prerequisite Courses

All other non-nursing prerequisite course grades must be a C (2.0) or higher.

Additional Comments:

Students should review the current Nursing Handbook Addenda for any policies specific to the Nursing program. Students admitted to Regis as a direct acceptance candidate to the nursing major must adhere to all policies for acceptance into the nursing major in order to retain their placement in the program.

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Apply established and evolving disciplinary nursing knowledge (including a foundation in liberal arts, natural and social sciences), to form the basis for clinical judgements and innovation in nursing practice

PLO 2: Provide person-centered care, which is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based and focuses on the individual, family, and/or significant others

PLO 3: Provide care that spans the healthcare delivery continuum to include disease prevention, health promotion, and treatment management of populations

PLO 4: Analyze nursing knowledge to improve health for individuals, families, communities, and populations

PLO 5: Implement established and emerging principles of safety to enhance quality and minimize risk of harm to patients and providers

PLO 6: Participate in Intentional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and strengthen outcomes

PLO 7: Apply knowledge of the complexity of health care systems and social determinants to provide safe, quality, equitable care to diverse populations

PLO 8: Demonstrate competency in information and communication technologies to provide care, gather data, and expand knowledge to manage and improve the delivery of safe, high-quality care

PLO 9: Demonstrate attributes of professionalism consistent with moral, altruistic, ethical, legal, and humanistic principles

PLO 10: Engage in activities and self-reflection that foster personal health, resilience, and lifelong learning that leads to nursing expertise and the assertion of leadership

BS Direct Entry Masters (BS to MS)

General

Program Code
BS-NU-GB

Program Description
This graduate program in nursing is to prepare the student 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 and is awarded the Bachelor of Science in Nursing. Students then transition into the master's portion of the program where they will choose one of five specialty areas: adult/geriatric primary care nurse practitioner, family nurse practitioner, pediatric nurse practitioner, psychiatric/mental health nurse practitioner, or women's health nurse practitioner. At the completion of this component (1.5 years), students will be awarded the Master of Science in Nursing and will be eligible to sit for their NP Certification exam based on specialization.

Admission Requirements: Previous bachelor's degree. Admission pre-requisite classes required to be completed by the start of the program.

Modality: Pre-licensure component of program: Weston campus, Full-time program, In person didactic, lab/simulation, and clinical practice hours. Graduate component of program: Weston campus, Hybrid for FNP and PMHNP specializations or Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements.

Credits: 96-99 Credits.

Licensure: NCLEX

Certification: Based on NP specialization

Location
Weston Campus

Degree Requirements

No Requirements

Months to Complete
24

BS in Nursing Accelerated 16 Months

General

Program Code
BS-NU-PBA

Program Description
The Accelerated 16 Month Bachelor of Science in Nursing at Regis is to prepare college graduates with a non-nursing baccalaureate degree to sit for the Registered Nurse license examination. Students in this program are eligible to sit for the NCLEX after 16 months.

Admission Requirements: Previous bachelor's degree. Admission pre-requisite classes required to be completed by the start of the program.

Modality: Weston campus, Full-time program, In person didactic, lab/simulation, and clinical practice hours.

Licensure: NCLEX

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admission Prerequisites

Type
Prerequisite

Prerequisites

All prerequisites need not be completed at the time of application but are required prior to beginning the program. Prerequisite science courses must be completed at regionally accredited U.S. post-secondary institutions taken within seven years prior to the application deadline. Prerequisite courses are accepted from any accredited two or four year institution.

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- BI108 - General Microbiology/Lab
- CH101 - Intro.Chemistry I:General/Lab
- CH102 - Intro.Chem.II:Organic &Biochemistry/Lab
- MA210 - Statistics

and Human Growth and Development.

Additional Comments:
Students should review the current Nursing Handbook Addenda for any policies specific to the Nursing program.

Months to Complete
16

Learning Outcomes

Learning Outcomes

PLO1: Apply established and evolving disciplinary nursing knowledge (including a foundation in liberal arts, natural and social sciences), to form the basis for clinical judgements and innovation in nursing practice.

Objective
Apply established and evolving disciplinary nursing knowledge (including a foundation in liberal arts, natural and social sciences), to form the basis for clinical judgements and innovation in nursing practice.

PLO 2: Provide person-centered care, which is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and focuses on the individual, family, and/or significant others.

Objective
Provide person-centered care, which is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and focuses on the individual, family, and/or significant others.

PLO 3: Provide care that spans the healthcare delivery continuum to include disease prevention, health promotion, and treatment management of populations.

Objective
Provide care that spans the healthcare delivery continuum to include disease prevention, health promotion, and treatment management of populations.

PLO 4: Analyze nursing knowledge to improve health for individuals, families, communities, and populations.

Objective
Analyze nursing knowledge to improve health for individuals, families, communities, and populations.

PLO 5: Implement established and emerging principles of safety to enhance quality and minimize risk of harm to patients and providers.

Objective
Implement established and emerging principles of safety to enhance quality and minimize risk of harm to patients and providers.

PLO 6: Participate in intentional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and strengthen outcomes.

Objective
Participate in intentional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and strengthen outcomes.

PLO 7: Apply knowledge of the complexity of health care systems and social determinants of health to provide safe, quality, equitable care to all populations.

Objective
Apply knowledge of the complexity of health care systems and social determinants of health to provide safe, quality, equitable care to all populations.

PLO 8: Demonstrate competency in information and communication technologies to provide care, gather data, and expand knowledge to manage and improve the delivery of safe, high-quality care.

Objective
Demonstrate competency in information and communication technologies to provide care, gather data, and expand knowledge to manage and improve the delivery of safe, high-quality care.

PLO 9: Demonstrate attributes of professionalism consistent with moral, altruistic, ethical, legal, and humanistic principles.

Objective
Demonstrate attributes of professionalism consistent with moral, altruistic, ethical, legal, and humanistic principles.

PLO 10: Engage in activities and self-reflection that foster personal health, resilience, and lifelong learning that lead to nursing expertise and the assertion of leadership.

Objective
Engage in activities and self-reflection that foster personal health, resilience, and lifelong learning that lead to nursing expertise and the assertion of leadership.

BS in Nursing (RN to MSN)

General

Program Code
BS-NU-RB

Program Description
The RN-MS program is for registered nurses who have a non-nursing bachelor's degree. Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The bridge program is comprised of four upper- division nursing courses completed before taking any graduate-level nursing courses. Students then transition into the master's portion of the program where they will choose one of six specialty areas: adult/ geriatric primary care nurse practitioner, family nurse practitioner, pediatric nurse practitioner, psychiatric/mental health nurse practitioner, adult/geriatric acute care nurse practitioner, or women's health nurse practitioner.

Admission Requirements: Previous bachelor's degree. RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for six specializations, 800 clinical hours based on specialization requirements.

Credits: 59-66 Credits for Master of Science portion of program.

Certification: Based on NP specialization

Location
Weston Campus

Degree Requirements

Requirements
Must have active RN License and previous bachelor's degree.

Months to Complete
48

BS in Nursing (RN to BS Completion Pathway I)

General

Program Code
BS-NU-RBB1

Program Description
The Bachelor of Science in Nursing for LM/RC students and graduates is for those who either hold a BA or BS in a non-nursing field or those who do not hold a degree, other than the LM/RC associate degree. The LM/RC BS Completion program is designed specifically for LM/RC students and recent graduates to continue their education for professional and personal growth. Students are able to participate once they have successfully completed their second nursing course (NU 102).

Admission Requirements: A student or graduate of LM/RC with good academic standing.

Modality: Weston campus, primarily asynchronous with limited live sessions.

Credits: 120 credits, can transfer in up to 90 credits.

Licensure: None

Pathway I is for LM/RC students and graduates who have a non-nursing bachelor degree.

Location
Weston Campus, Weston Campus Online

Degree Requirements

Requirements
Must have previous bachelor's degree.

Months to Complete
24

Learning Outcomes

Learning Outcomes

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

PLO 2. Implement nursing and related theories and research in developing critical thinking skills in systems-based nursing practice to achieve therapeutic nursing interventions in structured and unstructured settings.

PLO 3. Establish effective therapeutic communication skills with individuals, families, groups, the community, and members of the health care team to strive for optimal wellness and adaptation.

PLO 4. Analyze knowledge gained through evidence-based practice to accumulate data through the use of informatics and selected technology to improve and broaden the scope of nursing care.

PLO 5. Promote the rights of individuals, families, groups, and the community according to legal and ethical standards of the nursing profession. PLO 6. Integrate leadership and management skills in meeting health needs and improved patient outcomes in a variety of settings.

PLO 6. Integrate leadership and management skills in meeting health needs and improved patient outcomes in a variety of settings.

PLO 7. Internalize responsibility for continued learning and professional development.

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

PLO 9. Analyze teaching and learning principles in the care of individuals, families, groups, and the community in structured and unstructured settings.

BS in Nursing (RN to BS Completion Pathway II)

General

Program Code
BS-NU-RBB2

Program Description
The Bachelor of Science in Nursing for LM/RC students and graduates is for those who either hold a BA or BS in a non-nursing field or those who do not hold a degree, other than the LM/RC associate degree. The LM/RC BS Completion program is designed specifically for LM/RC students and recent graduates to continue their education for professional and personal growth. Students are able to participate once they have successfully completed their second nursing course (NU 102).

Admission Requirements: A student or graduate of LM/RC with good academic standing.

Modality: Weston campus, primarily asynchronous with limited live sessions.

Credits: 120 credits, can transfer in up to 90 credits.

Licensure: None

Pathway II is for LM/RC students and graduates who do not have a previous bachelor degree. Students bring to Regis 73 credits from their LM/RC associate degree, but may bring as many as 90 credits, if all were completed prior to completing the associate degree. The following would need to be completed to meet the core requirements of Regis and graduate with a Bachelor of Science degree with a major in nursing.

Location
Weston Campus, Weston Campus Online

Degree Requirements

No Requirements

Months to Complete
24

RN to BS Completion

General

Program Code
BS-NU-RNBS

Program Description
The Bachelor of Science in Nursing (RN-to-BS Degree Completion) program at Regis College is designed for practicing registered nurses with an associate degree who are inspired to continue their education for professional and personal growth. Our goal is to empower registered nurses with the skills, expertise, and qualifications needed to succeed in today's evolving healthcare industry. The total number of credits required for this program will vary depending on a student's previous educational degrees. Students can transfer up to 90 credits. As part of a bachelor's degree program, students need to have elective courses in social science, religion, history or literature, philosophy, expressive arts, and a general elective. Students receive 45 credits for having completed an Associate of Science in Nursing Program and active RN license.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Program Degree Requirements

Complete ALL of the following Courses:

- MA210 - Statistics
- NU102 - Adult Nursing Practice
- NU201D - Family-Focused Nursing Practice
- NU202 - Comprehensive Nursing Practice
- NU348 - Contemp. Topics in Healthcare
- NU349 - Hlth Assessment & Diagnostic Measure
- NU350 - Evidence Informed NU Care
- NU445 - Emerging Trends in Population Health
- NU446 - NU Leadership & Transition to Practice
- NU447 - Capstone

In addition, students must complete one required Religious Studies course

Additional Comments:
The total number of credits required for this program will vary depending on a student's previous educational degrees. Students can transfer up to 90 credits. As part of a bachelor's degree program, students need to have elective courses in social science, religion, history or literature, philosophy, expressive arts, and a general elective. Students receive 45 credits for having completed an Associate of Science in Nursing Program and active RN license.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1: Apply knowledge of the Social Determinants of Health and the complexity of health care systems to provide safe, quality, equitable care to diverse populations.

PLO 2: Expand on health assessment and diagnostic interpretation through the advancement of nursing skills, clinical and diagnostic reasoning, and analysis of data.

PLO 3: Analyze selected nursing theories, related theories, and research to provide safe, quality, equitable care to diverse populations.

PLO 4: Contribute to the advocacy, development, and promotion of health practices and policies that will promote the health and rights of individuals, families and communities, and impact population health locally and globally.

PLO 5: Implement an individually developed research project on a nursing topic of professional or personal interest that integrates nursing research, leadership, management, nursing, and systems theories, with the goal of improving patient or population outcomes within a complex healthcare system.

BS in Nutrition

General

Program Code
BS-NUT

Program Description
Nutrition is one of the majors available within the Health and Fitness Studies Department. The BS in nutrition prepares students to enter the field as a nutritionist in a community, corporate wellness, fitness, or school setting. It also prepares students to pursue graduate studies in dietetics, leading to registered dietitian licensure, nutrition education, public health, or other health related fields. New students are not being admitted into this program.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
  AND BI106 - Anatomy & Physiology II/Lab
- BI108 - General Microbiology/Lab
- CH103 - Chem.Structure & Reactions/Lab
  AND CH104 - Chem Structure & Reactions/Lab
- CH305 - Organic Chemistry I/Lab
- HFS150 - Intro.Health & Fitness Studies
- HFS208 - Resp Emerg: First Aid, CPR
- HFS211 - Health and Wholeness
- NUTR103 - Introduction to Nutrition
  OR NUTR205 - Nutrition Along Hlth Continuu
- NUTR248 - Food & Society
- NUTR250 - Obesity & Body Weight Mgmt.
- NUTR319 - Life Cycle Nutrition
- NUTR320 - Community Nutrition

- NUTR323 - Meal Plan&nutricounsel/Lab
- NUTR324 - Exp. Foods & FoodPrep/Lab
- NUTR330 - Pathophysio.& Nutri.Therapy
- HFS412 - HFS Field Placement/Seminar
- HFS413 - HFS Field Placement/Seminar
- PS233 - Intro. to Human Development
- IPE306 - ResearchMethods:Hlth Sciences

Plus 2 physical education activity courses.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Apply knowledge and principles related to nutrition, health, and personal well- being within various individual and community contexts

PLO 2: Evaluate and analyze research in nutrition and health and apply this knowledge in various contexts

PLO 3: Create, implement, evaluate, and improve programs and policies related to nutrition and health to meet the needs of diverse populations

PLO 4: Apply interventions and strategies for improving nutritional and health status of individuals with varying needs based on food science principles and national dietary guidelines

PLO 5: Demonstrate a variety of communication and motivational strategies to educate the public regarding nutrition for health and well-being

PLO 6: Demonstrate knowledge of and apply professionalism, interprofessional collaboration, advocacy, and leadership within nutrition and health

BS in Nursing Accelerated 24 Months

General

Program Code
BS-ONU

Program Description
The 24 Month Bachelor of Science in Nursing at Regis is to prepare college graduates with a non-nursing baccalaureate degree to sit for the Registered Nurse license examination. Students in this program are eligible to sit for the NCLEX after 24 months.

Admission Requirements: Previous bachelor's degree. Admission pre-requisite classes required to be completed by the start of the program.

Modality: Weston campus, Part-time program, Asynchronous didactic, in person lab/simulation and clinical practice hours.

Licensure: NCLEX

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Admission Prerequisites

Type
Prerequisite

Prerequisites

All prerequisites need not be completed at the time of application but are required prior to beginning the program. Prerequisite science courses must be completed at regionally accredited U.S. post-secondary institutions taken within seven years prior to the application deadline. Prerequisite courses are accepted from any accredited two or four year institution.

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- BI108 - General Microbiology/Lab
- CH101 - Intro.Chemistry I:General/Lab
- CH102 - Intro.Chem.II:Organic &Biochemistry/Lab
- MA210 - Statistics

and Human Growth and Development.

Additional Comments:
Students should review the current Nursing Handbook Addenda for any policies specific to the Nursing program.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1: Apply established and evolving disciplinary nursing knowledge (including a foundation in liberal arts, natural and social sciences), to form the basis for clinical judgements and innovation in nursing practice.

Objective
Apply established and evolving disciplinary nursing knowledge (including a foundation in liberal arts, natural and social sciences), to form the basis for clinical judgements and innovation in nursing practice.

PLO 2: Provide person-centered care, which is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and focuses on the individual, family, and/or significant others.

Objective
Provide person-centered care, which is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and focuses on the individual, family, and/or significant others.

PLO 3: Provide care that spans the healthcare delivery continuum to include disease prevention, health promotion, and treatment management of populations.

Objective
Provide care that spans the healthcare delivery continuum to include disease prevention, health promotion, and treatment management of populations.

PLO 4: Analyze nursing knowledge to improve health for individuals, families, communities, and populations.

Objective
Analyze nursing knowledge to improve health for individuals, families, communities, and populations.

PLO 5: Implement established and emerging principles of safety to enhance quality and minimize risk of harm to patients and providers.

Objective
Implement established and emerging principles of safety to enhance quality and minimize risk of harm to patients and providers.

PLO 6: Participate in intentional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and strengthen outcomes.

Objective
Participate in intentional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and strengthen outcomes.

PLO 7: Apply knowledge of the complexity of health care systems and social determinants of health to provide safe, quality, equitable care to all populations.

Objective
Apply knowledge of the complexity of health care systems and social determinants of health to provide safe, quality, equitable care to all populations.

PLO 8: Demonstrate competency in information and communication technologies to provide care, gather data, and expand knowledge to manage and improve the delivery of safe, high-quality care.

Objective
Demonstrate competency in information and communication technologies to provide care, gather data, and expand knowledge to manage and improve the delivery of safe, high-quality care.

PLO 9: Demonstrate attributes of professionalism consistent with moral, altruistic, ethical, legal, and humanistic principles.

Objective
Demonstrate attributes of professionalism consistent with moral, altruistic, ethical, legal, and humanistic principles.

PLO 10: Engage in activities and self-reflection that foster personal health, resilience, and lifelong learning that lead to nursing expertise and the assertion of leadership.

Objective

Engage in activities and self-reflection that foster personal health, resilience, and lifelong learning that lead to nursing expertise and the assertion of leadership.

BS in Supply Chain Management

General

Program Code
BS-SCM

Program Description
The Bachelor of Science in Supply Chain Management provides students with skills and intensive, hands-on experience in logistics, operations, project management, analytics, sourcing, procurement, and negotiation. This program prepares students for careers using their knowledge in a wide variety of roles and industries, including manufacturing, information technology, healthcare, transportation, and government.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior
- MT210 - Managerial Accounting
- MT220 - International Management
- MT235 - Software App. for Business
- MT340 - Financial Management
- MT405 - Forecasting & Logistics
- MT415 - Sourcing & Operations

Additional Requirements

Complete ALL of the following Courses:

- ID327 - Managing Projects
- ID413 - Interdisciplinary Intern.Seminar
- ID414 - Career Mgmt .:Intent&impact

Plus, complete an approved SBC Minor.

Additional Comments:
Note: Many of these courses have prerequisite requirements. Please refer to the full course description and consult with your advisor before enrolling in any course.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: 1. Analyze supply chains to identify opportunities to improve efficiency and effectiveness.

PLO 2: 2. Measure the costs and benefits of various aspects of the supply chains for products and services.

PLO 3: 3. Apply ethical principles and lens of corporate social responsibility to inform decision-making and strategy.

PLO 4: 4. Design complex supply chain systems, drawing upon foundations in sourcing, forecasting, and logistics.

PLO 5: 5. Manage relationships and interests among multiple stakeholders of the organization.

BS in Sport Management

General

Program Code
BS-SM

Program Description
Sport Management is one of the four majors available within the Health and Fitness Studies Department. Students graduating from the program will be prepared for positions in areas such as administration of college or high school athletics; event management; facility operations; professional sport leadership and management roles; sport communication; sport marketing; and ticket sales. It also provides a strong foundation for the pursuit of graduate level studies in sport management.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- HFS150 - Intro.Health & Fitness Studies
- HFS208 - Resp Emerg: First Aid, CPR
- HFS211 - Health and Wholeness
- SMT213 - Sport in Society
- SMT216 - Intro. Sport Management
- SMT340 - Sport Event Mgmt. & Promo
- SMT342 - Sport Marketing & Technology
- SMT345 - Legal Issues in Sport Mgmt.
- SMT355 - Facility Dsgn,operations&mgnt
- SMT356 - Athletic Admin.&Sport Gov.
- HFS412 - HFS Field Placement/Seminar
- HFS413 - HFS Field Placement/Seminar
- EXS355 - Psychology of Exercise&sport
- CO203 - Introduction to Communication

- PS233 - Intro. to Human Development
- IPE306 - ResearchMethods:Hlth Sciences
- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior
- MT210 - Managerial Accounting

and 2 physical education activity courses.

Additional Comments:
Students in the sport management major are encouraged to add a minor to their course of study. Suggested minors include: athletic coaching, global business management, communication, or another area of interest.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: - Identify the foundation principles, strategies, and theories of the sport management discipline.

PLO 2: - Analyze and utilize research related to healthy lifestyles and sport management.

PLO 3: - Apply sport management principles and strategies to evaluate, create and/or improve sport programs for the benefit of a diverse and changing population.

PLO 4: - - Apply principles of professional communication, mass communications, and marketing, particularly as they relate to sport organizations.

PLO 5: - Apply principles of professional communication, mass communications, and marketing, particularly as they relate to sport organizations.

PLO 6: - Explain and analyze legal and ethical concepts, and basic risk management issues within the sport industry.

PLO 7: - Demonstrate professionalism, cultural competency, interprofessional collaboration, and advocacy within the sport management field.

BS in Therapeutic Recreation

General

Program Code
BS-TR

Program Description
The Therapeutic Recreation program is one of the majors available within the Health and Fitness Studies Department. Students in the program will learn how to use facilitation techniques and modalities such as recreational games, outdoor activities, aquatics, horticulture therapy, physical activities, and expressive arts to assist individuals in improving their level of function, independence, and enjoyment of life. Graduates of the program will be qualified to sit for the certification exam offered through the National Council for Therapeutic Recreation Certification (NCTRC). Students admitted to the Therapeutic Recreation program must maintain a minimum GPA of 2.5. New students are not being accepted into this program.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- ID230 - Interdep Hlthcare Profess US
- MA210 - Statistics
- HFS150 - Intro.Health & Fitness Studies
- HFS208 - Resp Emerg: First Aid, CPR
- HFS211 - Health and Wholeness
- EXS261 - Motor Learning
- PS203 - Introduction to Psychology
- PS233 - Intro. to Human Development
-

OR

- IPE233 - Medical Terminology
- IPE306 - ResearchMethods:Hlth Sciences
- THR200 - Foundations of Therapy Rec.
- THR203 - Leadership Dev AdaptiveSport
- THR206 - Practicum in Recreational Therapy
- THR209 - Disabling Condition Hlth&function
- THR212 - Assess, Plan and Document THR
- THR215 - Implementation &evaluation in Tr
- THR218 - Facilitation Techniques for Adults
- THR219 - Facilitation Tech. Child/Adol. Facilitation Techniques: Child & Adol.
- THR303 - Mgmt.Theraputic Mgmt of Therapeutic Recreation Services
- THR400 - Sem: Therapeutic Recreation
- THR402 - Internship Therapeutic Rec.

Minimum of 560 hours in approved setting.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Master concepts related to the foundation, philosophy, theories, and practice of recreational therapy; human anatomy, human development and behavior, and motor learning; disabling conditions, impairments, and medical terminology; the APIE (Assessment, Planning, Implementation, Evaluation) process and the techniques necessary to document and achieve specific client outcomes; management, promotion, budgeting, and safety precautions in the delivery of therapeutic recreation services

PLO 2: Demonstrate undergraduate skill level in reading, evaluating, and utilizing information from current research and literature in therapeutic recreation

PLO 3: Apply various interventions and facilitation techniques, in accordance with the ATRA standards of practice and ethics, to provide services within a variety of settings, and for diverse populations

PLO 4: Employ critical thinking skills enabling the integration of appropriate patient data to the APIE process to achieve specific health and wellness outcomes

PLO 5: Demonstrate and promote the values and ethical standards of therapeutic recreation, advocate for the profession, pursue continuing professional development, and collaborate with other health care professionals in the delivery of therapeutic recreation services

BSW in Social Work

General

Program Code
BSW-SW

Program Description
Social work is one of the fastest growing careers in the United States, according to the U.S. Department of Labor Bureau of Labor Statistics. There were more than 700,000 social work jobs in 2018. The profession is expected to grow by 11 percent by 2028 (www.naswdc.org). Social work focuses on helping individuals, families, groups, communities and organizations with a person in the social environment approach. It looks to help people from a holistic perspective. Social work was born out of an increased sense of social responsibility towards vulnerable populations and continues to be concerned with the advancement of economic and social justice. Social workers are found in every facet of community life, including schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies.

The Bachelor of Social Work (BSW) program prepares students at the generalist practice level and is grounded in the person in social environment theory. The BSW program at is accredited by the Council on Social Work Education and social work students graduate with a BSW degree which allows them to sit for the first level of licensure in Massachusetts and many other states (LSW). Graduates from the Program who go on to graduate schools in social work may be admitted with advanced standing which gives them an opportunity to complete their masters in a year.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- SW202 - Intro to Social Services
- SW303A - Life Span Human Behavior
- SW327 - Social Policy & Social Change
- SW338 - Practice I: Intro. Generalist
- SW424 - Practice II:Gen. Indiv/Family

- SW426 - Gen.Practice: Groups
- SW427 - Gen.Practice:Comm. & Org.
- SW430 - Field Work Seminar I
- SW431 - Field Work Seminar II
- SW401 - Integrating Seminar
- SO201 - Introduction to Sociology
- SO303A - Oppress/Prejud/Discrimination
- IPE306 - ResearchMethods:Hlth Sciences
- PS203 - Introduction to Psychology
- BI203 - Human Biology/Lab

BI 203 (Pass) fulfills the science requirement. Social work majors are required to take statistics for their mathematics requirement. Juniors will complete a minimum of 80 hours of an internship/service learning experience as a requirement of SW 338.

Seniors will complete 416 hours of a field placement in their senior year in conjunction SW 430 and 431 and SW 401. Social work students must maintain a grade of C or better in social work courses that are required for the major and maintain an overall GPA of 2.5.

Elective Courses (not required for major)

Complete ANY of the following Courses:

- SW320 - Child Welfare
- SW325 - Social Work in Health Care Settings
- SW339 - Clinical Interviewing
- SW340 - Contemporary Social Problems
- SW342 - Baby Boom Gen: Adults Midlife
- SW350 - International Social Work

Months to Complete

48

Learning Outcomes

Learning Outcomes

PLO 1: Demonstrate Ethical and Professional Behavior.

PLO 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

PLO 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.

PLO 4: Engage in Practice-Informed Research and Research-Informed Practice.

PLO 5: Engage in Policy Practice.

PLO 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

PLO 7: Assess Individuals, Families, Groups, Organizations, and Communities.

PLO 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

PLO 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

BSW in Social Work Accelerated

General

Program Code
BSW-SW3

Program Description
Social work is one of the fastest growing careers in the United States, according to the U.S. Department of Labor Bureau of Labor Statistics. There were more than 700,000 social work jobs in 2018. The profession is expected to grow by 11 percent by 2028 (www.naswdc.org). Social work focuses on helping individuals, families, groups, communities and organizations with a person in the social environment approach. It looks to help people from a holistic perspective. Social work was born out of an increased sense of social responsibility towards vulnerable populations and continues to be concerned with the advancement of economic and social justice. Social workers are found in every facet of community life, including schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies.

The Bachelor of Social Work (BSW) program prepares students at the generalist practice level and is grounded in the person in social environment theory. The BSW program at is accredited by the Council on Social Work Education and social work students graduate with a BSW degree which allows them to sit for the first level of licensure in Massachusetts and many other states (LSW). Graduates from the Program who go on to graduate schools in social work may be admitted with advanced standing which gives them an opportunity to complete their masters in a year.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required for the Major

Complete ALL of the following Courses:

- SW202 - Intro to Social Services
- SW303A - Life Span Human Behavior
- SW327 - Social Policy & Social Change
- SW338 - Practice I: Intro. Generalist
- SW424 - Practice II:Gen. Indiv/Family

- SW426 - Gen.Practice: Groups
- SW427 - Gen.Practice:Comm. & Org.
- SW430 - Field Work Seminar I
- SW431 - Field Work Seminar II
- SW401 - Integrating Seminar
- SO201 - Introduction to Sociology
- SO303A - Oppress/Prejud/Discrimination
- IPE306 - ResearchMethods:Hlth Sciences
- PS203 - Introduction to Psychology
- BI203 - Human Biology/Lab

BI 203 (Pass) fulfills the science requirement. Social work majors are required to take statistics for their mathematics requirement. Juniors will complete a minimum of 80 hours of an internship/service learning experience as a requirement of SW 338.

Seniors will complete 416 hours of a field placement in their senior year in conjunction SW 430 and 431 and SW 401. Social work students must maintain a grade of C or better in social work courses that are required for the major and maintain an overall GPA of 2.5.

Elective Courses (not required for major)

Complete ALL of the following Courses:

- SW320 - Child Welfare
- SW325 - Social Work in Health Care Settings
- SW339 - Clinical Interviewing
- SW340 - Contemporary Social Problems
- SW342 - Baby Boom Gen: Adults Midlife
- SW350 - International Social Work

Months to Complete

36

Certificate - Breast Imaging

General

Program Code
CT-BI

Program Description
The Breast Imaging certificate is geared for students who are current radiography technologists (or registry eligible) with a Bachelor of Science degree and who have the professional goal of practicing as a mammographer and breast imaging technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent BI technologist. Clinical education occurs at a variety of clinical sites to offer experiences through a competency-based model using state-of-the-art equipment. The BI concentration is a full-time program and consists of clinical and didactic instruction. Students who successfully complete the program are then eligible to sit for the national certification exams offered by the American Registry of Radiologic Technologists (ARRT).

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MI310 - Breast Imaging I
- MI311 - Breast Imaging II
- MI350 - Clinical Medial Imaging Intern.I
- MI351 - Clinical Medical Imaging Internship II

Months to Complete
12

Learning Outcomes

Learning Outcomes

PLO 1: Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals

PLO 2: Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images

PLO 3: Discuss the various pathologies presented in diagnostic medical imaging exams

PLO 4: Analyze various procedures and therapies for correct use of instrumentation

PLO 5: Demonstrate ethical decisions in the clinical setting

Certificate - Financial Planning

General

Program Code
CT-CFP

Program Description
The seven-course Certificate in Financial Planning is open to students who already hold an accredited Bachelor's degree, in any field. The Certificate provides students with applied financial services skills for direct employment with banks, investment firms, law firms, insurance providers, and consulting enterprises. Upon completion of the Certificate program, students will be eligible to sit for the Certified Financial Planner (CFP®) examination and certification. It will also serve to prepare undergraduate students considering pursuit of an MBA, MSF, or other graduate study.

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MT311 - Gen.Prin.Financial Planning Cert.
- MT312 - Risk Mgmt.&Ins.Planning Cert.
- MT313 - Investment Planning
- MT314 - Tax Planning
- MT315 - Retirment Savings&Income Plan
- MT316 - Estate Planning
- MT317 - Capstone Financial Planning

Months to Complete
24

Certificate : Digital Marketing

General

Program Code
CT-DIGMK

Program Description
The Graduate Certificate in Digital Marketing Communication is designed to equip professionals with the strategic, analytical, and creative tools required to lead in a data-driven media landscape. By blending high-level communication theory with practical application, this certificate prepares students to navigate the intersection of brand identity, audience psychology, and emerging technologies.

Location
Weston Campus Online

Degree Requirements

Months to Complete
6

Learning Outcomes

Learning Outcomes

PLO1: Evaluate major digital communication and marketing theories and apply theory in appropriate settings

PLO2: Apply quantitative and qualitative research tools in professional settings.

PLO3: Design a strategic integrated marketing communication plan with new technologies in the field

Certificate : Digital Marketing

General

Program Code
CT-DM

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- CO320 - Social Media
- MT222 - Principles of Marketing
- MT352 - E-Commerce

Elective Courses

Complete at least 2 of the following courses:

- CO247 - Digital Storytelling
- MT417 - E-mail Marketing
- MT418 - Search Engine Optimiz. & Mktg

Months to Complete
24

Certificate : Digital Marketing

General

Program Code
CT-DPS-DM

Location
Weston Campus, Weston Campus Online

Degree Requirements

Months to Complete
48

Certificate- Teaching Today's College Students

General

Program Code
CT-ED-TTCS

Location
Weston Campus Online

Degree Requirements

Months to Complete
4

Certificate - Health Communication

General

Program Code
CT-HC

Program Description
The Graduate Certificate in Health Communication is designed for professionals and graduate students seeking to master the art of delivering clear, impactful, and ethical information within the healthcare and public health sectors. Whether you are working in hospital administration, public health policy, or nonprofit advocacy, this certificate provides a targeted credential that bridges the gap between communication theory and professional practice. This program equips you with the strategic tools to manage reputation and navigate crises.

Degree Requirements

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO1: Evaluate major digital communication and marketing theories and apply theory in appropriate settings
PLO2: Collaborate in small groups using effective teamwork skills.

Certificate - Interventional Radiology

General

Program Code
CT-IR

Program Description
The Interventional Radiology certificate is geared for students who are current radiography technologists (or registry eligible) with a Bachelor of Science degree and who have the professional goal of practicing as an interventional radiology (IR) technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent IR technologist. Clinical education occurs at a variety of hospitals to offer experiences through a competency-based model using state of the art equipment.

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

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MI305 - Interventional Radiology I
- MI306 - Interventional Radiology II
- MI350 - Clinical Medial Imaging Intern.I
- MI351 - Clinical Medical Imaging Internship II
- MI352 - Clinical Medical Imaging Internship III

Months to Complete
12

Learning Outcomes

Learning Outcomes

PLO 1: Apply safe radiation protection principles in the clinical setting to self, patients, visitors, and other healthcare professionals

PLO 2: Comprehend the various clinical procedures and therapies utilized in medical imaging in order to produce diagnostically accurate and interpretable images

PLO 3: Discuss the various pathologies presented in diagnostic medical imaging exams

PLO 4: Analyze various procedures and therapies for correct use of instrumentation

PLO 5: Demonstrate ethical decisions in the clinical setting

Certificate - Applied Behavior Analysis

General

Program Code
CT-MAB-MAB

Program Description
The Certificate in Applied Behavior Analysis from Regis affords the student the opportunity to learn the fundamentals of ABA while gaining valuable experiences applying and evaluating the principles and methods of ABA in a supervised setting. The certificate program is designed for students currently holding a master's degree in an approved field of study.

The Association for Behavior Analysis International© has approved the course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Certification Examination®. Students will also need to gain 1500-2000 hours of supervised fieldwork experience in order to be eligible to take the Board Certified Behavior Analyst Certification Examination.

Students enrolled in the certificate program will complete 21 credit hours in course-work (7 courses) and 5-7 credit hours of supervised fieldwork. The program is designed for busy professionals with courses offered during the evenings and during the day and can be completed in as little as four semesters. Classes are available on campus.

Location
Weston Campus, Melmark New England

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ABA601 - Concepts and Principles I
- ABA602 - Concepts and Principles II
- ABA604 - Treatment Evaluation
- ABA606 - Behavioral Assessment
- ABA608 - Behavior Intervention
- ABA610 - Ethical Practice in ABA
- ABA616 - Training and Supervision

- ABA672 - Fieldwork I
  OR ABA673 - Fieldwork II
  OR ABA674 - Fieldwork III

Months to Complete

24

Certificate - Applied Behavior Analysis (Online)

General

Program Code
CT-MAB-PMAB

Program Description
The Certificate in Applied Behavior Analysis from Regis affords the student the opportunity to learn the fundamentals of ABA while gaining valuable experiences applying and evaluating the principles and methods of ABA in a supervised setting. The certificate program is designed for students currently holding a master's degree.

The Association for Behavior Analysis International© has approved the course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Certification Examination®. Student will also need to gain 1500-2000 hours of supervised fieldwork experience in order to be eligible to take the Board Certified Behavior Analyst Certification Examination.

Students enrolled in the certificate program will complete 21 credit hours of course-work (7 courses). The program is designed for busy professionals with courses offered during the evenings and can be completed in as little as four semesters. Classes are available on campus and online.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ABA640 - Concepts & Principles I: Intro.
- ABA642 - Concepts&Prin.II:Experimental
- ABA644 - Treatment Evaluation
- ABA652 - Behavior Assessment
- ABA654 - Behavior Intervention
- ABA656 - Ethical Practice in ABA
- ABA662 - Training and Supervision

Months to Complete

16

Certificate - Clinical Research Management

General

Program Code
CT-MR-CR

Program Description
The Regulatory and Clinical Research Management (RCRM) graduate program offers two certificates. These graduate certificates provide concentrated training in the student's chosen subject specialty of either regulatory affairs and quality assurance management (RA/QA) or clinical research management (CRM).

All courses provide graduate credits, which may be applied to subsequent studies for the Master of Science (MS RCRM) or other applicable graduate studies. Typical graduate certificate candidates are individuals seeking to develop basic understanding and skills with minimal commitment of typically one year. A graduate certificate program can also supplement related graduate degree programs. For example, a candidate for a graduate degree in nursing may wish to add a graduate certificate in clinical research management or in regulatory management.

A total of **12 credits** are required to complete a graduate certificate.

Location
Weston Campus Online

Degree Requirements

Simple Requisites

(No Requirement Levels)

Requirements for Graduate Certificate in Clinical Research Management

Type
Completion Requirement

Complete ALL of the following Courses:

- RA601 - Overview Med.Product Industry
  AND RA602A - FDA Regulations
  AND RA609 - Clinical Trial Management
  AND RA616 - Project Management

Requirements for Graduate Certificate in Regulatory Management

Complete ALL of the following Courses:

- RA601 - Overview Med.Product Industry
  AND RA602A - FDA Regulations

Months to Complete

12

Certificate - Regulatory Management

General

Program Code
CT-MR-PR

Program Description
The graduate certificate programs provide concentrated training in the student's chosen specialty, regulatory management or clinical research management. Twelve credits (four courses) are required. All courses provide graduate credit, which may be applied to subsequent studies for the Master of Science or other applicable graduate studies. Typical graduate certificate candidates are individuals seeking to develop basic understanding and skills with minimal commitment, typically one year. A graduate certificate program can also supplement related graduate degree programs. For example, a candidate for a graduate degree in nursing may wish to add a graduate certificate in clinical research management or in regulatory management.

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Requirements for Graduate Certificate in Clinical Research Management

(Note: Students need meet only the requirements in effect when they were admitted to the program. If there are questions, please consult the graduate program director.)

Complete ALL of the following Courses:

- RA601 - Overview Med.Product Industry
- RA602A - FDA Regulations
- RA609 - Clinical Trial Management
- **OR** RA616 - Project Management

Requirements for Graduate Certificate in Regulatory Management

Complete ALL of the following Courses:

- RA601 - Overview Med.Product Industry

- RA602A - FDA Regulations
- RA615 - Qual Systems & Risk Mgmt
- RA603A - Pharmaceutical Prod Regul
  OR RA604A - Medical Device Regulation

Months to Complete
12

Certificate in Nonprofit Communication

General

Program Code
CT-NC

Program Description
The Graduate Certificate in Nonprofit Communication is designed for professionals who want to lead change through strategic storytelling, resource development, and inclusive leadership. Whether you are a current nonprofit leader, a career-changer, or a communication specialist, this certificate provides the toolkit necessary to amplify organizational impact.

Degree Requirements

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO1: Write clear and effective professional reports

PLO2: Collaborate in small groups using effective teamwork skills

Professional Certificate Transdisciplinary Addiction

General

Program Code
CT-PM-TD

Program Description
The Transdisciplinary Addiction Professional Certificate (TDAPC) program is designed for graduate-prepared mental health and healthcare professionals to expand their scope of practice in specialty-trained advanced addictions clinical care. This following section provides an overview for mental health professionals who have completed a graduate program and wish to further their study in addictions.

Through a collaborative effort between the Department of Graduate Counseling Programs, housed in the School of Health Sciences, and Regis' Young School of Nursing, we developed a 12-credit curriculum that provides allied mental health and health professionals with focused study in addictions. This course content for this certificate includes neurobiology, addiction pharmacology, evidence-based addiction counseling practice and advanced clinical management of addictions across the lifespan, including treatment of special populations. Didactic courses are cross-enrolled between counseling and nursing, thereby allowing enrollees to benefit from a transdisciplinary course experience.

Coursework can be tailored to meet each student's unique training needs. The need for clinical practice hours will be based on an analysis of the prospective student's past academic and professional experience.

For Mental Health Professionals, the LADC-I requires candidates to have 6000 hours (three years) of supervised professional addiction clinical experience and 300 hours of focused supervision prior to applying for licensure. Hours accrued before and during the Certificate program can count towards this requirement, therefore graduates interested in a LADC-I would need to have past, current or future plans to work in the field upon completion of this program. Nurses who complete the program will be eligible to sit for their Certified Addictions Registered Nurse-Advanced Practice (CARN-AP) certification.

Graduates of the TDAPC program will be prepared to work in an addiction specialty setting, thereby fulfilling a significant public health need by preparing more healthcare providers to work with individuals who have substance use or related disorders. Please see the TDAP-PGC page for more information.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Curriculum

Please see the TDAP-PGC page for course options.

Months to Complete
24

Certificate: Restorative Justice

General

Program Code
CT-RJ

Location
Weston Campus Online

Degree Requirements

Months to Complete
6

Certificate in Sports Communication

General

Program Code
CT-SC

Program Description
The Graduate Certificate in Sports Communication is designed to equip professionals and aspiring communicators with the specialized skills needed to navigate the sports media, marketing, and journalism fields. This certificate prepares students to lead integrated campaigns and deliver compelling sports narratives.

Degree Requirements

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO1: Collaborate in small groups using effective teamwork skills.
PLO2: Design a strategic integrated marketing communication plan with new technologies in the field

Doctor of Nursing Practice (BS to DNP)

General

Program Code
DNP-DNP

Program Description
This program is for nurses who desire to become nurse practitioners as well as completing the Doctor of Nursing Practice Program. The program prepares baccalaureate-prepared nurses for any of the six (6) nurse practitioner population foci concentrations, which include adult/geriatrics primary care, adult/geriatrics acute care, family, pediatrics, psychiatric mental health, and women's health.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid for FNP and PMHNP specializations or Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: 78-81 credits.

Certification: Based on NP specialization

Starting in Fall 2024, students beginning the BSN-DNP program will be able to take NP board exams and receive the Master of Science in Nursing degree once all the MSN classes are completed. The DNP will be conferred upon completion of all the DNP courses.

Location
Weston Campus

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing and active RN License.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice (BS to DNP) - Family NP

General

Program Code
DNP-DNP-FNP

Program Description
The Doctor of Nursing Practice with the Family Nurse Practitioner Specialization is for nurses who are nurse leaders, nurse practitioners, or educator wishing to advance their educational level to a terminal degree who also wish to advance in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children, adult, geriatric, and women's health primary care. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Master of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid or Online campus, primarily asynchronous with limited live sessions. The clinical hour requirement for post-masters DNP is a minimum of 1000 hours. 600 clinical hours based on specialization requirements and 500 hours required as part of the DNP.

Credits: 61 credits

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Starting in Fall 2024, students beginning the BSN-DNP program will be able to take NP board exams and receive the Master of Science in Nursing degree once all the MSN classes are completed. The DNP will be conferred upon completion of all the DNP courses.

Location
Weston Campus

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing and an active RN License.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice (BS to DNP) - Psych/Mtl Hlth NP

General

Program Code
DNP-DNP-MHNP

Program Description
The Doctor of Nursing Practice with the Psychiatric Mental Health Nurse Practitioner Specialization is for nurses who are nurse leaders, nurse practitioners, or educator wishing to advance their educational level to a terminal degree who also wish to advance in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of patients across the lifespan with a diagnosis or requiring management of psychiatric disorders. Understanding the relationship between pharmacological treatment and symptom management is emphasized. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Master of Science in Nursing and RN licensure.

Modality: Weston campus, Hybrid or Online campus, primarily asynchronous with limited live sessions. The clinical hour requirement for post-masters DNP is a minimum of 1000 hours. 600 clinical hours based on specialization requirements and 500 hours required as part of the DNP.

Credits: 64 credits

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Starting in Fall 2024, students beginning the BSN-DNP program will be able to take NP board exams and receive the Master of Science in Nursing degree once all the MSN classes are completed. The DNP will be conferred upon completion of all the DNP courses.

Location
Weston Campus

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing degree and an active RN License.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice

General

Program Code
DNP-NU

Program Description
This program is for nurses who are nurse leaders, nurse practitioners, or educators wishing to advance their educational level to a terminal degree. The program has 27 core curriculum credits sequenced for the students to complete a Scholarly Practice Project to include a quality improvement or evidence-based practice topic of their choosing at the completion of their Doctor of Nursing Practice.

Admission Requirements: Master of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid or Online campus, primarily asynchronous with limited live sessions. The clinical hour requirement for both post-baccalaureate and post-masters DNP is a minimum of 1000 hours. The post-master DNP students are eligible for a maximum of 500 hours transfer credit towards their 1000 hours.

Credits: 36-42 credits.

Certification: None.

Location
Weston Campus

Degree Requirements

Requirements
Must have a Master of Science in Nursing and an active RN License.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels.

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession.

PLO 5: Evaluate ethical, legal, and professional standards of practice.

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system.

PLO 7: Create an environment that maximizes continued learning and development of professional practice.

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system.

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Doctor of Nursing Practice - Acute Car/Adlt Ger NP (Online)

General

Program Code
DNP-PDNP-AGCNP

Program Description
The Doctor of Nursing Practice with the Adult Geriatric Acute Care Nurse Practitioner Specialization is for nurses who are nurse leaders, nurse practitioners, or educator wishing to advance their educational level to a terminal degree who also wish to advance in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management in the acute care setting for critically ill adult/geriatric patients (adolescents through end of life). The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Master of Science in Nursing, RN licensure, and 1 year of critical care experience as an RN.

Modality: Online campus, primarily asynchronous with limited live sessions. The clinical hour requirement for post-masters DNP is a minimum of 1000 hours. 800 clinical hours based on specialization requirements and 500 hours required as part of the DNP.

Credits: Minimum of 75 credits.

Certification: American Nurses Credentialing Center (ANCC).

Location
Online Program

Degree Requirements

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice - Adult/Gerontology Np (online)

General

Program Code
DNP-PDNP-AGNP

Program Description
The Doctor of Nursing Practice with the Adult Geriatric Nurse Practitioner Specialization is for nurses who are nurse leaders, nurse practitioners, or educator wishing to advance their educational level to a terminal degree who also wish to advance in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of young adults to geriatrics in primary care. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Master of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions. The clinical hour requirement for post-masters DNP is a minimum of 1000 hours. 800 clinical hours based on specialization requirements and 500 hours required as part of the DNP.

Credits: Minimum of 75 credits.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Requirements
Must have Masters of Science in Nursing and an active RN License.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice - Nursing Education (Online)

General

Program Code
DNP-PDNP-NE

Program Description
Description: This program is for nurses who are nurse leaders, nurse practitioners, or educators wishing to advance their educational level to a terminal degree. The program has 27 core curriculum credits sequenced for the students to complete a Scholarly Practice Project to include a quality improvement or evidence-based practice topic of their choosing at the completion of their Doctor of Nursing Practice. Students who have chosen the Nurse Educator concentration will select three of the six electives provided to meet the NLN CNE nurse competencies.

Admission Requirements: Master of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions. The DNP hour requirement for both post-baccalaureate and post-masters DNP is a minimum of 1000 hours. The post-master DNP students are eligible for a maximum of 500 hours transfer credit towards their 1000 hours.

Credits: 36 - 42 credits

Certification: None.

Location
Online Program

Degree Requirements

Requirements
Must have Master of Science in Nursing and an active RN License.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

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PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice - Nursing Leadership (online)

General

Program Code
DNP-PDNP-NL

Program Description
Description: This program is for nurses who are nurse leaders, nurse practitioners, or educators wishing to advance their educational level to a terminal degree. The program has 27 core curriculum credits sequenced for the students to complete a Scholarly Practice Project to include a quality improvement or evidence-based practice topic of their choosing at the completion of their Doctor of Nursing Practice. Students who have chosen the Nurse Leadership concentration will be required to take three nurse leadership courses as part of their curriculum.

Admission Requirements: Master of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions. The DNP hour requirement for both post-baccalaureate and post-masters DNP is a minimum of 1000 hours. The post-master DNP students are eligible for a maximum of 500 hours transfer credit towards their 1000 hours.

Credits: 36-42 credits

Certification: None.

Location
Online Program

Degree Requirements

Requirements
Must have Master of Science in Nursing and an active RN License.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

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PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

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PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice - Pediatric NP (Online)

General

Program Code
DNP-PDNP-PNP

Program Description
The Doctor of Nursing Practice with the Pediatric Nurse Practitioner Specialization is for nurses who are nurse leaders, nurse practitioners, or educators wishing to advance their educational level to a terminal degree who also wish to advance in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children and young adults from birth through the age of twenty-one. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Master of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions. The clinical hour requirement for post-masters DNP is a minimum of 1000 hours. 800 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: Minimum of 75 credits.

Certification: Pediatric Nursing Certification Board.

Location
Online Program

Degree Requirements

Requirements
Must have Master of Science in Nursing and an active RN License.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice - Women's Health NP (Online)

General

Program Code
DNP-PDNP-WHNP

Program Description
The Doctor of Nursing Practice with the Women's Health Nurse Practitioner Specialization is for nurses who are nurse leaders, nurse practitioners, or educator wishing to advance their educational level to a terminal degree who also wish to advance in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of women from adolescence to geriatrics is applied in a variety of health care settings as they relate to gynecology, reproduction, and primary care settings. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Master of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions. The clinical hour requirement for post-masters DNP is a minimum of 1000 hours. 800 clinical hours based on specialization requirements and 500 hours required as part of the DNP.

Credits: Minimum of 75 credits.

Certification: National Certification Corporation (NCC)

Location
Online Program

Degree Requirements

Requirements
Must have Master of Science in Nursing and an active RN License.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Evaluate theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

PLO 2: Synthesize evidence from research and theory to enhance delivery of quality health care

PLO 3: Develop systems supportive of effective communication at the organizational and interdisciplinary levels

PLO 4: Generate knowledge through research or evidence-based practice to advance the nursing profession

PLO 5: Evaluate ethical, legal, and professional standards of practice

PLO 6: Evaluate the leadership and management roles of the doctorally prepared nurse in creating a quality health care delivery system

PLO 7: Create an environment that maximizes continued learning and development of professional practice

PLO 8: Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary change that affects the quality of the health care system

PLO 9: Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery

Doctor of Nursing Practice (BS to DNP) - Acte/G NP (Online)

General

Program Code
DNP-PDNPE-AGCNP

Program Description
This program is for nurses who desire to become nurse practitioners as well as completing the Doctor of Nursing Practice Program. The program prepares baccalaureate-prepared nurses with advancement in nursing theory, leadership, research, clinical pharmacology, health assessment, and the clinical management in the acute care setting for critically ill adult/geriatric patients (adolescents through end of life). The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Bachelor of Science in Nursing, RN licensure, 1 year of critical care experience as an RN.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: 78-81 credits.

Certification: American Nurses Credentialing Center (ANCC).

Starting in Fall 2024, students beginning the BSN-DNP program will be able to take NP board exams and receive the Master of Science in Nursing degree once all the MSN classes are completed. The DNP will be conferred upon completion of all the DNP courses.

Location
Online Program

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing, an active RN License and minimum of 1-year critical care experience.

Months to Complete
48

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

Doctor of Nursing Practice (BS to DNP) - Adult NP (Online)

General

Program Code
DNP-PDNPE-AGNP

Program Description
This program is for nurses who desire to become nurse practitioners as well as completing the Doctor of Nursing Practice Program. The program prepares baccalaureate-prepared nurses advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of young adults to geriatrics in primary care. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: 78-81 credits.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Starting in Fall 2024, students beginning the BSN-DNP program will be able to take NP board exams and receive the Master of Science in Nursing degree once all the MSN classes are completed. The DNP will be conferred upon completion of all the DNP courses.

Location
Online Program

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing and an active RN License.

Months to Complete
40

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
◈ Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2:

Objective

◈ Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3:

Objective

◈ Develop systems supportive of effective communication at the organizational and interdisciplinary level.

PLO 4:

Objective

◈ Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

PLO 5:

Objective

◈ Evaluate ethical, legal, and professional standards of practice.

PLO 6:

Objective

◈ Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

PLO 7:

Objective

◈ Create an environment that maximizes continued learning and development for professional practice.

PLO 8:

Objective

◈ Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

PLO 9:

Objective
◈ Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Doctor of Nursing Practice (BS to DNP) - Family NP (Online)

General

Program Code
DNP-PDNPE-FNP

Program Description
This program is for nurses who desire to become nurse practitioners as well as completing the Doctor of Nursing Practice Program. The program prepares baccalaureate-prepared nurses for any of the six (6) nurse practitioner population foci concentrations, which include adult/geriatrics primary care, adult/geriatrics acute care, family, pediatrics, psychiatric mental health, and women's health.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid for FNP and PMHNP specializations or Online campus, primarily asynchronous with limited live sessions for five specializations, 600 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: 76-79 credits.

Certification: Based on NP specialization

Location
Online Program

Degree Requirements

Months to Complete
40

Doctor of Nursing Practice (BS to DNP) - Psy/MH NP (Online)

General

Program Code
DNP-PDNPE-MHNP

Program Description
This program is for nurses who desire to become nurse practitioners as well as completing the Doctor of Nursing Practice Program. The program prepares baccalaureate-prepared nurses for any of the six (6) nurse practitioner population foci concentrations, which include adult/geriatrics primary care, adult/geriatrics acute care, family, pediatrics, psychiatric mental health, and women's health.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid for FNP and PMHNP specializations or Online campus, primarily asynchronous with limited live sessions for five specializations, 600 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: 76-79 credits.

Certification: Based on NP specialization

Location
Online Program

Degree Requirements

Months to Complete
40

Doctor of Nursing Practice (BS to DNP) - Pediat NP (Online)

General

Program Code
DNP-PDNPE-PNP

Program Description
This program is for nurses who desire to become nurse practitioners as well as completing the Doctor of Nursing Practice Program. The program prepares baccalaureate-prepared nurses advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children and young adults from birth through the age of twenty-one. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: 78-81 credits.

Certification: Pediatric Nursing Certification Board.

Starting in Fall 2024, students beginning the BSN-DNP program will be able to take NP board exams and receive the Master of Science in Nursing degree once all the MSN classes are completed. The DNP will be conferred upon completion of all the DNP courses.

Location
Online Program

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing and an active RN License.

Months to Complete
40

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

Doctor of Nursing Practice (BS to DNP) - Wom HlhNP (Online)

General

Program Code
DNP-PDNPE-WHNP

Program Description
This program is for nurses who desire to become nurse practitioners as well as completing the Doctor of Nursing Practice Program. The program prepares baccalaureate-prepared nurses advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of women from adolescence to geriatrics is applied in a variety of health care settings as they related to gynecology, reproduction, and primary care settings. The program consists of an integrated curriculum streamlining the accredited Master's Nurse Practitioner program and Doctor of Nursing Practice program.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements and 500 clinical hours required as part of the DNP.

Credits: 78-81 credits.

Certification: National Certification Corporation (NCC).

Starting in Fall 2024, students beginning the BSN-DNP program will be able to take NP board exams and receive the Master of Science in Nursing degree once all the MSN classes are completed. The DNP will be conferred upon completion of all the DNP courses.

Location
Online Program

Degree Requirements

Months to Complete
40

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

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PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

Ed.D. in Higher Education Leadership

General

Program Code
EDD-EL

Program Description
The mission of the EdD in Higher Education Leadership program at Regis is to prepare scholarly-practitioners with the skills and competencies needed to connect research with practice, lead high-performing institutions, and contribute to student learning. The program is directly aimed at working professionals in various educational and organizational settings. Built on the six pillars of diversity and inclusion (Engage, Equip, Empower, Embed, Evaluate, Evolve), the EdD program in Higher Education Leadership supports Regis' interest in preparing students for leadership and service in society as it evolves.

The EdD in Higher Education Leadership at Regis offered through the School of Arts and Sciences is a fifty-one (51) credit degree program designed to be completed in a three (3) year period.

Throughout the program, students will develop foundational skills in leadership coupled with methods of inquiry. Students will build upon the broad base of knowledge gained in the program while taking specialization courses that align most closely with the student's research topic design and implement a culminating capstone project linking policy and practice. The program exposes students to cutting-edge research and context-specific best practices with an emphasis on the application of theory to practice, utilizing a problem-based learning pedagogical approach.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Foundation

Complete ALL of the following Courses:

- ED801 - Inclusive Leadership
- ED802 - Research I
- ED803 - Org. Theory and Application
- ED804 - Research II
- ED805 - Higher Ed: Past, Pres & Future Contexts

- ED806 - Research III
- ED807 - Examine Career Trajectory
- ED808 - Dissertation in Practiceii:lit Review
- ED809 - Dissertation Practice I:Prop
- ED811 - Advanced Scholarly Writing
- ED827 - Higher Education Law & Policy
- ED829 - Problem Solve & Change Mgmt.
- ED830 - Lifelong Learni & Organizational Success
- ED835 - Finance in Higher Education
- ED901 - Dissertation Practice III: Methodology
- ED902 - Dissertation in Practice IV: Findings
- ED903 - Dissertation in Practice V: Conclusion
- ED999 - EdD DiP Continuation

Dissertation in Practice/Capstone Project

The EdD in Higher Education Leadership requires a Dissertation in Practice (DiP) with a Capstone Project. Consistent with the capstone guidelines and recommendations of the Carnegie Project on the Education Doctorate (CPED), the DiP is a five (5) chapter dissertation that includes a capstone project embedded into it. It is still expected that this work will represent a seminal or substantial contribution to knowledge in which the student exhibits scholarship that is practitioner-based and policy-oriented, demonstrating the candidate's ability to conduct independent research. During the development of the DiP and Capstone Project, which is completed in the coursework within the program, students typically work independently in consultation with one full-time faculty member. A DiP/Capstone committee consisting of two Regis faculty, and one outside member serving within the topic area of study will provide guidance and advice to each candidate during the final writing of the iP/Capstone project. The use of a cohort model affords students the opportunity to benefit from the consistent collaboration and input of their peers throughout the program. All doctoral candidates are required to orally defend their research.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Are able to use self-analysis, inquiry, and purposeful reflection to continually improve their own practice, model and encourage these habits with educators, and create communities of practice that promote high achievement for all students

PLO 2: Ask interesting and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results of the investigations, and communicate the results to others

PLO 3: Understand the dynamics of educational systems and have the ability to leverage those systems with aligned strategies for educational change by creating democratic learning communities that move educational systems towards meeting student achievement goals; uses self-analysis, inquiry and purposeful reflection to continually improve their own practice, model and encourage these habits with other educators, and create dynamic learning experiences for all

PLO 4: Produce high quality work while achieving at optimum levels

PLO 5: Are culturally competent and purposefully advocate for equity, belonging, and justice in a diverse metropolitan society

PLO 6: Inspire a shared vision and commitment to high student achievement informed by best practices through developing structures and processes fostering collaboration and inquiry for continuous instructional improvement

PLO 7: Is a practitioner-researcher who purposefully engages in inquiry and constructs knowledge that promotes equity in diverse metropolitan areas advancing the public good

PLO 8: Value the application of theory in practice and conducts systemic institutional inquiry, and identify critical issues using data to drive decision making

PLO 9: Express ideas clearly, both orally and in writing, listens well, and exhibits ethical standards consistent with being a professional community member

Ed.D in Leadership

General

Program Code
EDD-L

Location
Weston Campus

Degree Requirements

Months to Complete
36

MA in Digital Marketing Communication

General

Program Code
MA-DMC

Program Description
A Master of Arts in Digital Marketing Communication prepares students to address contemporary communication challenges through the development of advanced skills in digital, marketing, and intercultural communication grounded in data analytics and research. The program prepares students to better serve and lead through the completion of a specialized Capstone in either sports or nonprofit communication.

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Students must select a specialization in the program. Students can specialize in Sports Communication, Nonprofit Communication, or the general Digital Marketing Communication Track.

Minimum Credits =30; Minimum GPA = 3.0; Minimum Grade in each Course = B-

Course Requirements

Type
Completion Requirement

Complete ALL of the following Courses:

- MT621 - Marketing Strategies
- CO621 - Digital Branding & Strategy
- CO622 - DataAnalytics&Research Method
- CO624 - Fund of Communication Theory
- MT661 - Business Comm. for Managers
- CO631 - Storytelling & Engagement

Nonprofit Track

Type
Completion Requirement

Complete ALL of the following Courses:

- CO640 - Nonprofit Communication
- CO642 - Grant Writing
- CO646A - Nonprofit Capstone

Complete at least 1 of the following courses:

- CO644 - Pub&Priv Disasters:CrisisComm
- CO612 - Health Communication
- CO620A - Comm. Across Differences

Sport CommunicationTrack

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- CO632 - Sports Communication
- CO634 - Sports Marketing& Advertising
- CO637 - Sports Reporting
- CO638A - Sports Capstone

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO1: Evaluate major digital communication and marketing theories and apply theory in appropriate settings

PLO2: Apply quantitative and qualitative research tools in professional settings

PLO3: Employ effective digital and marketing techniques for communicating with people of diverse cultural backgrounds in the workplace

PLO4: Write clear and effective professional reports

PLO5: Collaborate in small groups using effective teamwork skills

PLO6: Design a strategic integrated marketing communication plan with new technologies in the field

MA in Counseling

General

Program Code
MA-MAC

Program Description
The Master of Arts in Counseling (MAC) 60-credit degree options are counselor education programs designed to develop highly qualified healthcare professionals and leaders in the field of Clinical Mental Health Counseling and Addictions Counseling. Through a program of study focused on critical theories, research, and applications of counseling with an emphasis on the social, political, economic, and cultural contexts of practice, as well as hands-on field experience in various healthcare settings, students develop the skills needed to meet the increasing demand for counseling services in hospitals, schools, universities, social service agencies, mental health centers, substance abuse treatment clinics, and private companies. The coursework and fieldwork of the Master of Arts in Counseling degrees at Regis adhere to the scientist-practitioner-advocate training model in preparing graduates for employment in academic, research, and/or service delivery settings. Upon successful completion of this 60-credit degree program, a passing score on the national exam, and the required supervised pre-masters and post-masters training hours, students are eligible for independent licensure designations of Licensed Mental Health Counselor (LMHC). Our MA in Counseling can satisfy the educational and pre-master's fieldwork requirements for LMHC in all states except DE, IL, or UT. Some states require specific electives and additional field hours. Consult your state license board for the most up-to-date requirements and speak to the GCP Program Director about your future licensure goals.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

MA in Counseling: Clinical Mental Health in Counseling

Type
Completion Requirement

Core Curriculum

Complete ALL of the following Courses:

- CP600 - Soc.Cultural Foundation Counseling
- CP604 - Theories of Counseling I
- CP605 - Theories of Counseling II
- CP608 - Mental Health Across Lifespan

- CP610 - Prin &Techniques Counseling
- CP612 - Ethical&legal Issues&consideration in Cp
- CP614 - Psychopathology & Diagn Assess
- CP624 - Treating the Addictions
- CP630 - Clin Rsch Method,Eval,Interp.
- CP632 - Group Dynamics&Development
- CP638 - Vocational Assess & Career Counseling
- CP640 - Clinical Assessment & Eval.
- CP650 - Biology, Psychopharm& Health Care Collab
- CP660 - Counseling Practicum I
- CP690 - Clinical Internship I
- CP691 - Clinical Internship II

Elective Courses

Complete at least 4 of the following courses:

- CP620 - Child&Adol.PsychopathologyTherapies
- CP625 - Expressive Therapies & Comp.Treatments
- CP642 - Assess & Treatment of Trauma
- CP644 - Counseling LGBTQI Individuals
- CP646 - Counseling Families
- CP654 - Adv. Sem:Gend&MenHlth Treat Disparities
- CP655 - Adv.Sem:Forensic Counseling
- CP656 - Adv.Sem:Personality Disorders
- CP657 - Sem:Historic &Intergen.Trauma
- CP661 - Counseling Practicum II
- CP680 - Advanced Practice for Addict. Profess. I
- CP682 - Advance Practice Addict. Profess. II
- CP686 - Addiction, Advocacy & Social Justice
- CP688 - Behavioral&Process Addictions
- CP692 - Mental Health Leadership I
- CP694 - Research Proj & Master Thesis I
- CP695 - Research Project & Master's Thesis II

AK, AR, ME, MD, MN, MS, TX, VA, & WV residents must choose CP 646 Counseling Families as one of their electives. NY & OH residents must choose CP654 Advanced Seminar in CP: Gender and Mental Health Disparities as one of their electives.

MA in Counseling: Addictions Counseling

Type

Completion Requirement

Curriculum

Complete ALL of the following Courses:

- CP600 - Soc.Cultural Foundation Counseling
- CP604 - Theories of Counseling I
- CP605 - Theories of Counseling II
- CP608 - Mental Health Across Lifespan
- CP610 - Prin &Techniques Counseling
- CP612 - Ethical&legal Issues&consideration in Cp
- CP614 - Psychopathology & Diagn Assess
- CP624 - Treating the Addictions
- CP630 - Clin Rsch Method,Eval,Interp.
- CP632 - Group Dynamics&Development
- CP638 - Vocational Assess & Career Counseling
- CP640 - Clinical Assessment & Eval.
- CP650 - Biology, Psychopharm& Health Care Collab
- CP660 - Counseling Practicum I
- CP680 - Advanced Practice for Addict. Profess. I
- CP682 - Advance Practice Addict. Profess. II
- CP686 - Addiction, Advocacy & Social Justice
- CP688 - Behavioral&Process Addictions
- CP690 - Clinical Internship I
- CP691 - Clinical Internship II
- CP646 - Counseling Families
- CP654 - Adv. Sem:Gend&MenHlth Treat Disparities

AK, AR, ME, MD, MN, MS, TX, VA, & WV residents must add CP 646 Counseling Families as an extra course for licensure. NY & OH residents must add CP 654 Advanced Seminar: Gender and Mental Health Disparities as an extra course for licensure. Addictions Counseling candidates in MA may substitute CP646 Counseling Families and CP 654 Advanced Seminar: Gender and Mental Health Disparities with other GCP electives offered. Addictions Counseling candidates may add these and other GCP courses of interest above their 60-credit required curriculum at the prevailing 3-course credit tuition rate.

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO 1: Implement culturally competent mental health counseling, prevention, assessment, and treatment services for all clients

PLO 2: Synthesize theoretical, evidence-based, and advocacy literature into practice with individuals, organizations, and communities across myriad settings

PLO 3: Establish a professional counseling identity through integration of self- awareness with counseling roles and reflective practices

PLO 4: Display appreciation, value, and respect for the diversity and individuality of human beings throughout the lifespan

PLO 5: Apply ethical, legal, and professional standards of practice

PLO 6: Demonstrate competence in counseling in coursework, field work, program evaluation and applied research

PLO 7: Synthesize community and preventative approaches of public health with mental health delivery models

PLO 8: Integrate cultural competence and advocacy in examining the mental health care of underserved individuals around the globe

PLO 9: Engage in critical dialogue about healthcare policies, systems of health care delivery, and advocacy strategies to improve quality of care and to promote social justice

MA in Mental Health Research and Leadership

General

Program Code
MA-MHRL

Program Description
The Master of Arts in Mental Health Research and Leadership (MA-MHRL) 48-credit degree prepares those wishing to engage in applied research and serve in leadership roles within mental health systems. This degree option is also ideal for students wishing to move on to doctoral programs in psychology or mental health fields, without having a yearlong fieldwork requirement. Through a program of study focused on critical theories, research, and leadership with an emphasis on the social, political, economic, and cultural contexts, students will gain independent research and program review experience and develop the critical skills needed to meet the demand for leaders who can assess and address institutional and systemic needs. The 48-credit MA in Mental Health Research and Leadership non-licensure option is designed for students whose interests do not depend on licensure at the master's level. This option may serve as a bridge for students wishing to pursue doctoral education in the fields of applied psychology and/or counseling where both an understanding of mental health and mental health systems will inform further research and study. The curriculum provide students in this non-licensure track with the opportunity to work with a faculty or field agency researcher to develop a research project in their areas of interest as well as to conduct a comprehensive program review or grant proposal. Supervisory and leadership skills are practiced in a variety of projects

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Core Curriculum

Complete ALL of the following Courses:

- CP600 - Soc.Cultural Foundation Counseling
- CP604 - Theories of Counseling I
- CP608 - Mental Health Across Lifespan
- CP612 - Ethical&legal Issues&consideration in Cp
- CP614 - Psychopathology & Diagn Assess

- CP630 - Clin Rsch Method,Eval,Interp.
- CP650 - Biology, Psychopharm& Health Care Collab
- CP654 - Adv. Sem:Gend&MenHlth Treat Disparities
- CP692 - Mental Health Leadership I
- CP694 - Research Proj & Master Thesis I
- CP695 - Research Project & Master's Thesis II
- CP693 - Mental Health Leadership II

Elective Courses

Complete at least 4 of the following courses:

- CP605 - Theories of Counseling II
- CP610 - Prin &Techniques Counseling
- CP620 - Child&Adol.PsychopathologyTherapies
- CP624 - Treating the Addictions
- CP625 - Expressive Therapies & Comp.Treatments
- CP632 - Group Dynamics&Development
- CP638 - Vocational Assess & Career Counseling
- CP640 - Clinical Assessment & Eval.
- CP642 - Assess & Treatment of Trauma
- CP644 - Counseling LGBTQI Individuals
- CP646 - Counseling Families
- CP655 - Adv.Sem:Forensic Counseling
- CP656 - Adv.Sem:Personality Disorders
- CP657 - Sem:Historic &Intergen.Trauma
- CP660 - Counseling Practicum I
- CP680 - Advanced Practice for Addict. Profess. I
- CP682 - Advance Practice Addict. Profess. II
- CP686 - Addiction, Advocacy & Social Justice
- CP688 - Behavioral&Process Addictions

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO 1: Implement culturally competent mental health counseling, prevention, assessment, and treatment services for all clients.

PLO 2: Synthesize theoretical, evidence-based, and advocacy literature into practice with individuals, organizations, and communities across a myriad of settings.

PLO 3: Investigate the efficacy of mental health delivery systems, using a strengths-based approach to program evaluation and identifying resources to support reparative processes.

PLO 4: Display appreciation, value, and respect for the diversity and individuality of human beings throughout the lifespan.

PLO 5: Apply ethical, legal, and professional standards of practice.

PLO 6: Conduct research that adds to the understanding of mental health treatment, with attention to reducing stigmatization and disparities in care.

PLO 7: Synthesize community and preventative approaches to public health with mental health delivery models.

PLO 8: Integrate cultural competence and advocacy in examining the mental health care of underserved individuals around the globe.

PLO 9: Engage in critical dialogue about healthcare policies, systems of healthcare delivery, and advocacy strategies to improve the quality of care and to promote social justice.

MA in Strategic Communication

General

Program Code
MA-SC

Program Description
A Master of Arts in Strategic Communication prepares students to address contemporary communication challenges through the development of advanced skills in the following areas: intercultural communication, research, sports communication, and nonprofit communication. The program prepares students to better serve and lead through the completion of a specialized Internship. The overall goal of the program is for students to apply their communication skills effectively to promote the common good, as suggested by the Sisters of Saint Joseph of Boston. Students can specialize in either the Nonprofit Communication track or the Sports Communication track. All students are required to complete an internship during the last year of the program. All courses are offered in 8-week, synchronous on-line sessions.

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

The MA in Strategic Communication consists of ten courses total. All students must take the six required core courses listed below. Students can then specialize in either the Nonprofit Communication track or the Sports Communication track. Students in the Nonprofit track will be required to take four specific nonprofit classes, and students in the Sports Communication track will be required to take four specific sports communication classes. If a student does not declare either the Nonprofit or Sports track, they can take any three classes in the CO graduate program (in addition to the required six in the core and a required capstone internship) to complete a general MA in Strategic Communication degree. The courses are as follows:

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- CO612 - Health Communication
- CO620A - Comm. Across Differences
- CO622 - DataAnalytics&Research Method

- CO624 - Fund of Communication Theory
- CO628 - Organizational Communication
- CO630 - New Multimedia Communication

Nonprofit Track: Required Courses

Complete ALL of the following Courses:

- CO640 - Nonprofit Communication
- CO642 - Grant Writing
- CO644 - Pub&Priv Disasters:CrisisComm
- CO646A - Nonprofit Capstone

Sports Communication Track: Required Courses

Complete ALL of the following Courses:

- CO632 - Sports Communication
- CO634 - Sports Marketing& Advertising
- CO638A - Sports Capstone
- CO637 - Sports Reporting

Months to Complete

24

Learning Outcomes

Learning Outcomes

Evaluate major digital communication and marketing theories and apply theory in appropriate settings

Apply quantitative and qualitative research tools in professional settings.

PLO3: Employ effective digital and marketing techniques for communicating with people of diverse cultural backgrounds in the workplace.

PLO4: Write clear and effective professional reports.

PLO5: Collaborate in small groups using effective teamwork skills.

PLO6: Design a strategic integrated marketing communication plan with new technologies in the field

Master of Education-Special Education Initial Licensure

General

Program Code
MED-ED

Program Description
Qualified undergraduate students with a GPA of 3.0 or higher may begin taking graduate courses in the MEd in Teaching Special Education program during the second semester of their junior year. Students should follow a fifth-year curriculum plan, enrolling in no more than one graduate course per semester. Prior to registration students must complete an Intention to Pursue Regis College 5th Year Graduate Program form and secure signatures from a faculty advisor, the graduate program director, and the graduate admissions director. The completed form must be returned to the Office of Graduate Affairs. Pre-identified master level courses for Early Childhood, Elementary, Secondary History, and Secondary English licensed and/or non-licensed programs are ED 515 (in lieu of ED 308), ED 518 (in lieu of ED 312), and ED 523 (in lieu of ED 323).

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Course of Study

Type
Completion Requirement

Initial Licensure Program

Candidates may earn their Special Education MEd degree with initial license through successful completion of the following 39 credits:

Complete ALL of the following Courses:

- ED515 - Contemp Issues-Special Educ
- ED517 - Assessment in Special Education
- ED518 - Literacy Dev. Inc. Special Needs
- ED519A - CurricAdapt/SpecNeeds:ElemStu
  OR ED519B - CurricAdapt/SpecNeeds:Sec Stu
- ED521 - ClassroomMgmt:Special Needs
- ED523 - Sheltered Eng.ImmersionTeach
- ID510 - Nat Sci in Classroom I
- ID512 - Humanities in Classroom I

- ED503A - Student Teaching Seminar
- ED503B - Student Teaching Practicum
- ED611 - Clinical Practicum
- ED602 - Practicum/Seminar
- ED604 - Culturally Responsive Teaching

ED518 and ED519A/B require pre-practicum field-based hours.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PM 1: Emphasizes the role role of the teacher as direct provider, collaborator, and connector to community-based learning

PM 2: Emphasizes the context of the student as a classroom/school participant, and societal contributor

PM 3: Emphasizes the curriculum as a means to give knowledge of the activities in which students engage in order to achieve appropriate knowledge, skills, and values

Master of Education-Special Education-Degree Only

General

Program Code
MED-SPED

Program Description
The MEd program in Teaching Special Education is designed to prepare students, with various educational backgrounds, as teachers of students with moderate disabilities in either Pre Kâ€“8 or 5- 12 grade levels. Eligible candidates for this program include: - those who have a bachelor's degree and wish to earn their MEd degree with 231 initial licensure in Moderate Disabilities and, - those who have a bachelor's degree and wish to earn their MEd degree (no licensure). Program Model The MEd program in Teaching Special Education is a hybrid program that 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 a classroom/school participant, and societal contributor. - The curriculum as a means to give knowledge of the activities in which students engage in order to achieve appropriate knowledge, skills, and values.

Location
Weston Campus

Degree Requirements

Months to Complete
36

Learning Outcomes

Learning Outcomes

PM 1: Emphasizes the role role of the teacher as direct provider, collaborator, and connector to community-based learning

PM 2: Emphasizes the context of the student as a classroom/school participant, and societal contributor

PM 3: Emphasizes the curriculum as a means to give knowledge of the activities in which students engage in order to achieve appropriate knowledge, skills, and values

Master of Education - Special Ed. Initial Licensure & ABA

General

Program Code
MEDD-ED

Location
Weston Campus

Degree Requirements

Months to Complete
36

Master of Education-Special Education With ABA

General

Program Code
MEDD-SPED

Location
Weston Campus

Degree Requirements

Months to Complete
36

Minor in Athletic Coaching

General

Program Code
MIN-AC

Program Description
The Athletic Coaching Minor is designed to provide students with the fundamental knowledge and skills necessary to become an effective entry level coach. Students explore coaching leadership and philosophies, sport psychology, strength and conditioning techniques, and sport nutrition. Throughout the curriculum, they gain practical experience in designing, implementing, and evaluating practice plans for athletes of various ages and skill levels. Although the minor is part of the Health and Fitness Studies department, any student at Regis may add it to their degree plan.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ATH210 - Coaching Sports
- ATH215 - Coaching Youth Sport
- ATH220 - Stength,Cond,&Nutr.Prin:Coach
- EXS355 - Psychology of Exercise&sport
- THR203 - Leadership Dev AdaptiveSport
- ATH331 - Teach,Coach & Officiate Soccer
  OR ATH332 - Teach,coach&officiatelacrosse
  OR ATH333 - Teach,coach&officiatevolleyba
  OR ATH334 - Teach,Coach&OfficateBasketbal

Corequisite

Complete ALL of the following Courses:

- HFS208 - Resp Emerg: First Aid, CPR

Minor in Accounting/Finance

General

Program Code
MIN-AF

Program Description
The Accounting/Finance Minor at Regis provides students with a broad overview of the issues and principles of the accounting/finance field. Students gain a greater understanding of the structures and processes for reporting and decision-making while also receiving the opportunity to apply basic concepts through real-world experiences, including managing investments, financial management, and international finance.

Minor in Biomedical Engineering

General

Program Code
MIN-BE

Program Description
Students in the minor in Biomedical Engineering take courses that expose them to a broad overview of the discipline. Through the curriculum, students learn about the many aspects of the engineering field and are required to communicate orally, visually and through writing their ideas to a wide audience beyond the engineering field. An interdisciplinary minor in Biomedical Engineering will expose students to the role of engineering in the health sciences and biological fields. Students who complete the minor will be equipped with experiences working with engineering students, the basic tools of the field, and the ability to collaborative work and communicate across traditional disciplinary roles in industry.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- BE101 - Frontiers BE:Bridge Med&Tech
- BE110 - Intro.Biomedical Computation
- BE250 - Quantitative Human Physiology
- BE450 - Sem:Innovation&Translation BE

Elective Courses

Complete at least 3 of the following courses:

- BE210 - Circuits and Sensors
- BE310 - Biomechanics
- BE420 - Biomaterials
- BE421 - Biomed.Measur&Instrument/Lab
- BE440 - Biomolecular Dynamics&Control
- BE461 - Prin &App.Tissue Engineer/Lab

Minor in Biology

General

Program Code
MIN-BI

Program Description
Knowledge of biology is highly desirable as a complement to many other majors and professional fields. Combining the Biology Minor with another area gives students valuable cross-disciplinary expertise and the opportunity to make their academic preparation distinctive. With a comprehensive, well-rounded education, students attain a wider and deeper knowledge of their field and become more competitive in the job market.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ANY of the following Courses:

- BI103 - Introductory Biology I/Lab
  AND BI104 - Introductory Biology II/Lab
- BI105 - Anatomy & Physiology I/Lab
  AND BI106 - Anatomy & Physiology II/Lab

Students must also complete the applicable labs.

Elective Courses

Complete at least 3 of the following courses:

- BI108 - General Microbiology/Lab
  OR BI209 - Intro.Microbiology/Lab
- BI210 - Cell Biology/Lab
- BI305 - Ecology/Lab
- BI306 - Neurobiology/Lab
- BI307 - Genetics/Lab
- BI308 - Developmental Biology/Lab
- BI312A - Animal Physiology/Lab
- BI315 - Virology/Lab

- BI316 - Immunology
- BI326 - Environmental Microbiology/Lab
- CH315 - Biochemistry
- BI302 - Seminar: Hist. of Biology
  OR BI401 - Sem: Ethical Issues Biology

Minor in Business Management

General

Program Code
MIN-BM

Program Description
This minor is valuable for students from outside the business majors to give them insight into how managers think and how businesses function. Regardless of a student's field of study they will most likely be working for a business when they enter the workforce.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- MT203 - Intro. to Leadership/Mgmt
- MT204 - Organizational Behavior
- MT210 - Managerial Accounting
- MT222 - Principles of Marketing
- MT223 - Consumer Behavior
- MT251 - Management Information Systems

Minor in Criminal Justice Studies

General

Program Code
MIN-CJS

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- CJ100 - Intro to Criminal Justice
- CJ102 - Criminal Law

Complete at least 4 of the following courses:

- CJ101 - Law Enforcement
- CJ200 - Corrections
- CJ201 - Courts
- CJ202 - Criminology
- CJ300 - Homeland Security
- CJ301 - Criminal Procedure
- CJ302A - Intro to Resorative Justice
- PO231 - Human Rights
- PO324 - State and Local Government
- SO205 - Social Problems

2 of the 4 electives must be CJ 200-level

Need to add SO-303A and SO-324, not in database

Minor in Communications

General

Program Code
MIN-CO

Program Description
Students may choose to minor in communication as a supplement to other majors.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Fulfill ALL of the following requirements:

Required

Complete ALL of the following Courses:

- CO203 - Introduction to Communication

AND

Theory Course

Complete ANY of the following Courses:

- CO206 - Introd to Public Relations
- CO209 - Media in the 21st Century
- CO303 - Horror Film & the Modern World
- CO305 - Small Group Communication
- CO306 - Interpersonal Communication
- CO322 - Organizational Communication
- CO334 - Commun in Public Relations

AND

Advanced Writing

Complete at least 2 of the following courses:

- CO212 - Communication Professional
- CO219 - Journalism

AND

Oral Communication

Complete ALL of the following Courses:

- CO204 - Effective Public Speaking

AND

Elective

Complete one additional communication elective.

Minor in Communication Sciences and Disorders

General

Program Code
MIN-CSD

Program Description
The undergraduate Minor in Communication Sciences and Disorders provides the prerequisite CSD coursework necessary to enter a master's program in Speech- Language Pathology. Coursework in biology, physical sciences, social sciences, and statistics is also needed for a master's program in Speech-Language Pathology. The minor consists of six courses which can be combined with any major. Speech-Language Pathologists work with clients of all ages and backgrounds, within a wide array of settings to assist with the development and remediation of speech, language and swallowing.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- CSD200 - Intro.Speech Lang. Pathology
- CSD210 - Phonetics
- CSD300 - Speech Sci:A&P Speech Mechanism
- CSD310 - Language Development
- CSD400 - Hearing Science
- CSD401 - Introduction to Audiology

Minor in Data Analytics

General

Program Code
MIN-DA

Program Description
Advances in technology have changed the way businesses make decisions. Companies need people who can quickly analyze data, make meaningful and valid conclusions, and provide recommendations to integrate ideas into strategy. A Minor in Data Analytics at Regis shows students how to mine through data using analytics tools, and teaches them how to make data-driven decisions and solutions.

Minor in Digital Marketing

General

Program Code
MIN-DM

Minor in Economics

General

Program Code
MIN-EC

Program Description
A minor in economics at Regis provides the foundational understanding of economic principles while also giving students the opportunity to apply the classical theories to modern areas of inquiry such as the developing world, health care, and the environment. Students will conceptualize and analyze how and why economic activity occurs from the large-scale trade movements among the nations of the world down to the transactions between individuals, and everything in between. The Economics Minor is an option for students from any major at Regis College.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- EC201 - Principles of Microeconomics
- EC202 - Principles of Macroeconomics

plus four additional EC designated courses (12 credits).

Minor in English

General

Program Code
MIN-EN

Program Description
The English Minor at Regis College allows students in other majors to pursue their love of literature. This minor is well suited if you love thinking critically, analytically, and creatively about stories and poetry.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- EN211 - Writing About Texts

and complete 15 additional credits in literature, with at least 9 credits at the 300 level or higher.

Minor in Environmental Sustainability

General

Program Code
MIN-ENS

Degree Requirements

Simple Requisites

Degree Requirements

Min or Requirements

Type
Completion Requirement

Core Courses

Complete at least 3 of the following courses:

- ES201 - Ethics and Policy in ES
- ES301 - Environmental Science
- ES302 - Sustainability & Human Systems
- ES304 - Dynamic Systems Modeling

Electives

Complete at least 2 of the following courses:

- BI305 - Ecology/Lab
- BI326 - Environmental Microbiology/Lab
- CH303 - Environ Science & Toxicology
- PBH200 - Intro. Public Health
- PBH309 - Intro. to Epidemiology
- PBH206 - Intro. to Global Health
- PBH300 - Health and the Environment
- PBH307 - Health and Society
- SO335 - Technol, Envir & Society
- ID214 - Env.Studies:PeoplePlanetProfit
- ED327 - STEM Methods
- PO345 - Politics of Developing Nations
- PO333 - International Pol.Econ.;Intro.

Minor in Exercise Science

General

Program Code
MIN-ES

Program Description
The minor in exercise science may be combined with a variety of other majors to enhance the knowledge, skills and preparation of students interested in the prevention of disease and enhancement of quality of life through exercise and lifestyle change. Courses in exercise science may complement studies in nursing, nutrition, biology, pre-med, or other professional fields.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
- BI106 - Anatomy & Physiology II/Lab
- CH103 - Chem.Structure & Reactions/Lab
  OR CH105 - Intro. Chemistry/Lab

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- HFS150 - Intro.Health & Fitness Studies
  OR HFS211 - Health and Wholeness
- EXS258 - Scope of Exercise Science
- EXS364 - Kinesiology

Electives

Complete at least 3 of the following courses:

- EXS261 - Motor Learning
- EXS314 - Exercise Assessment/Lab
- EXS315 - Exercise Programming/Lab
- EXS355 - Psychology of Exercise&sport
- EXS370 - Biomechanics
- EXS372 - Exercise:Spec.Populations/Lab
- EXS373 - Exercise Physiology

Minor in Financial Planning

General

Program Code

MIN-FP

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type

Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- MT301 - General Principles of Financial Planning
- MT302 - Risk Management & Insurance Planning
- MT303 - Investment Planning
- MT304 - Tax Planning
- MT305 - Retirment Savings&Income Plan
- MT306 - Estate Planning
- MT307 - Capstone Financial Planning

Minor in History

General

Program Code
MIN-HIS

Program Description
Earning a minor in History will enable you to develop fundamental skills in the study of the past. You will take six courses, including two survey courses and an additional four electives. With several options for your courses, you can create a minor that aligns with your scholarly interests and career goals.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete at least 2 of the following courses:

- HI103 - US History through Civil War
- HI104 - US History:1865-Present
- HI107 - Ancient World:Birth-Rebirth
- HI108 - Europe & World after 1500
- HI111 - Pre-Colombian Civ.to Independence Wars
- HI112 - Modern Latin America: Ind.War-Present

Electives for the Minor

Two HI courses at the 200-level or higher; Two electives from the History and Culture field of study in Interdisciplinary Studies in the Humanities.

Minor in Inclusive Recreation

General

Program Code
MIN-INR

Program Description
The Inclusive Recreation Minor at Regis College provides students with the opportunity to learn how community services can be designed to meet the recreation needs of all persons regardless of physical or intellectual disability, mental health condition, vision or hearing impairment/loss, or neurodiversity. Positioned on the strength-based concepts of recreation and play in the field of recreational therapy, this minor seeks to empower students outside the therapeutic recreation major to consider, discuss, and analyze the importance of inclusivity in a recreation setting. Students will also gain skills in ways to plan, implement or promote recreation activities.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Fulfill ALL of the following requirements:

Required

Complete ALL of the following Courses:

- THR200 - Foundations of Therapy Rec.
- THR203 - Leadership Dev AdaptiveSport
- THR209 - Disabling Condition Hlth&function

AND

Choice

Complete at least 2 of the following courses:

- THR218 - Facilitation Techniques for Adults
- THR219 - Facilitation Tech. Child/Adol. Facilitation Techniques: Child & Adol.
- THR303 - Mgmt.Theraputic Mgmt of Therapeutic Recreation Services

Elective

Complete ANY of the following Courses:

- ATH215 - Coaching Youth Sport
- ED308 - Educ Student/Special Needs
- ED312 - Literacy Dev:Special Needs
- EN334 - Writing and Healing
- EXS261 - Motor Learning
- EXS372 - Exercise:Spec.Populations/Lab
- NUTR319 - Life Cycle Nutrition
- PS312 - Social Psychology
- SO303A - Oppress/Prejud/Discrimination
- SW325 - Social Work in Health Care Settings

Some courses may have prerequisites.

Minor in International Relations

General

Program Code
MIN-IR

Program Description
Earning a minor in International Relations will provide you with the essential tools needed for the study of world politics. You will take six courses, including an introductory course on international relations and five electives. Having multiple options for the electives, you can tailor the minor to fit your academic interests, and career goals.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- PO230 - Internat'l Relations:Introd

and five electives from the Politics and Global Studies field of study in Interdisciplinary Studies in the Humanities.

Minor in Latin American Studies

General

Program Code
MIN-LAS

Minor in Laboratory Operations Management

General

Program Code
MIN-LOM

Program Description
This interdisciplinary minor augments the existing major by requiring students to complete courses in laboratory operations management (LOM) and global business management (GBM) as well as participate in a one-semester, hands-on internal independent study and a one-semester external internship. LOM courses provide students with a comprehensive background in national biological and chemical safety standards, and rules regarding experimentation with animals in laboratories carrying out medical, genetic, oncology, or other types of research. Students are also required to obtain certificates in their future field of study.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- LOM300 - Lab Operations Mgmt. I
- LOM301 - Lab Operations Mgmt. II
- MT210 - Managerial Accounting
- ID327 - Managing Projects
  OR MT251 - Management Information Systems

plus an External Internship and Departmental Independent Study.

Minor in Mathematics

General

Program Code
MIN-MA

Program Description
The Mathematics Minor is designed to meet students' individual needs and their choices of programs of study. The department strives to instill in all students the logical, computational, and problem-solving skills that further their education.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- MA107 - Introductory Calculus/Lab
- MA203 - Intermediate Analysis I
- MA204 - Intermediate Analysis II

and any three additional math courses at the 200 level or above.

Minor in Neuroscience

General

Program Code
MIN-NEU

Program Description
The Neuroscience Minor at Regis College complements any major program, allowing students from a wide range of majors, from the humanities to social work and STEM, to advance their understanding of the brain and nervous system.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- PS203 - Introduction to Psychology
- BI105 - Anatomy & Physiology I/Lab
  OR BI103 - Introductory Biology I/Lab
- NEU201 - Intro.to Neuroscience/Lab
  AND NEU201X - Lab
- PS329A - Neuropsychology
- BI306 - Neurobiology/Lab

Minor Electives

Minors in neuroscience will choose one course from either category of the listed electives. Only two courses from the neuroscience minor requirements will double count for a major and the minor.

Fulfill ANY of the following requirements:

Cognitive/Behavioral Cluster

Complete ANY of the following Courses:

- NEU322 - Sensory Systems and Perception
- NEU323 - Learning and Memory
- NEU325 - Social Neuroscience

- PS321 - Cognitive Processes
- PS309A - Psychological Disorders: Adult

OR

Molecular/Cellular

Complete ANY of the following Courses:

- BI307 - Genetics/Lab
- BI312A - Animal Physiology/Lab
- BI308 - Developmental Biology/Lab
- NEU324 - Drugs,Brain & Behavior

Minor in Nutrition

General

Program Code
MIN-NUT

Program Description
A Minor in Nutrition provides an excellent compliment to numerous other fields of study such as nursing, exercise science, and public health. Explore how dietary intake impacts the individual and learn how to modify nutritional plans for healthy populations, as well as those with disease. The minor requires a total of 18 credits, plus prerequisites in biology and chemistry that are required prior to enrolling in the upper- level courses.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
  AND BI106 - Anatomy & Physiology II/Lab
- CH103 - Chem.Structure & Reactions/Lab
  OR CH105 - Intro. Chemistry/Lab

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- HFS150 - Intro.Health & Fitness Studies
  OR HFS211 - Health and Wholeness
  OR ID230 - Interdep Hlthcare Profess US
- NUTR103 - Introduction to Nutrition
  OR NUTR205 - Nutrition Along Hlth Continuu

Electives

Complete at least 4 of the following courses:

- NUTR248 - Food & Society
- NUTR250 - Obesity & Body Weight Mgmt.
- NUTR319 - Life Cycle Nutrition
- NUTR320 - Community Nutrition
- NUTR323 - Meal Plan&nutricounsel/Lab
- NUTR330 - Pathophysio.& Nutri.Therapy

or an approved Public Health course.

Minor in Public Health

General

Program Code
MIN-PBH

Program Description
Public health is one of the fastest-growing fields in the world and at Regis College, we prepare you to lead teams that have large-scale impact on the communities they serve. By employing an interdisciplinary approach that includes biostatistics, behavioral health, public policy, and global health, Regis provides you with the background necessary to serve and lead in this field. The Public Health Minor is an excellent addition to any major in the health sciences, nursing, or business and communications.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- PBH200 - Intro. Public Health
- PBH309 - Intro. to Epidemiology
- PBH206 - Intro. to Global Health
- PBH303 - Public Hlth Policy & Advocacy

Electives

Complete at least 2 of the following courses:

- NUTR103 - Introduction to Nutrition
- PO231 - Human Rights
- SP100 - Intro.Spanish for Hlth Sciences
  OR SP200 - Interm Spanish for Hlth Sciences
- ID228 - Challenge of Wellness
- ID230 - Interdep Hlthcare Profess US
- SW202 - Intro to Social Services
- PS233 - Intro. to Human Development
- MU215 - Music,Health& Wholeness

- SP300 - AdvSpanish for HealthSciences
- IPE306 - ResearchMethods:Hlth Sciences
- IPE308 - Health Informatics
- NUTR205 - Nutrition Along Hlth Continuu
- NUTR248 - Food & Society
- NUTR319 - Life Cycle Nutrition
- NUTR320 - Community Nutrition
- EN329 - Writing forChange in Comm.
- EN334 - Writing and Healing
- SO303A - Oppress/Prejud/Discrimination
- SW304A - Communities, Orgs & Groups
- SW325 - Social Work in Health Care Settings
- SW340 - Contemporary Social Problems
- PBH313 - Global Public Health Experience

Other electives are possible with permission from Program Director.

However, students who minor in public health should meet with the program director of the Public Health Program to discuss electives that fulfill the minor.

Minor in Political Science

General

Program Code
MIN-PS

Program Description
Earning a minor in Political Science will provide you with a foundational education in the study of politics. You will take six courses, including an introductory course on U.S. politics and five electives. With multiple options for the electives, you can focus on political issues that pertain to your major, scholarly interests, and career goals.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- PO210 - American Politics:Introd.

Elective Courses

Complete at least 5 of the following courses:

- CJ100 - Intro to Criminal Justice
- CJ101 - Law Enforcement
- CO219 - Journalism
- ID214 - Env.Studies:PeoplePlanetProfit
- ID230 - Interdep Hlthcare Profess US
- ID304 - Exploring Ethics
- ID330 - Contrib. Common Good
- LG201 - Law & Government: Introd
- MA210 - Statistics
- SO201 - Introduction to Sociology
- SO303A - Oppress/Prejud/Discrimination
- SP100 - Intro.Spanish for Hlth Sciences
- WS201 - Intro to Women's Studies

or any five PO courses.

Minor in Psychology

General

Program Code
MIN-PS

Program Description
Regardless of your major and prospective career path, your life involves living and working with others. So, knowing something about human behavior and mental processes is important if you want to thrive personally and professionally. A minor in psychology consists of six courses in the discipline and is worth considering as a complement to any major. For example, students have pursued psychology as a minor while majoring in subjects as varied as English, communications, criminal justice, business, sociology, social work, biology, and nursing.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required Courses

Complete at least 2 of the following courses:

- PS203 - Introduction to Psychology
- PS233 - Intro. to Human Development
- PS204A - Intro to Pscyhology II/Lab

Electives

Any four psychology courses at the 300-level.

Minor in Religious Studies

General

Program Code
MIN-RS

Program Description
The Religious Studies Minor offers students the opportunity to consider the ultimate questions about life through sacred study. Students first reflect on the Catholic heritage of “faith seeking understanding,” a critical inquiry into Christian scripture and tradition. Second, students learn about the celebration of the spiritual in the diverse and pluralistic society in which we live. Third, in keeping with the liberal arts tradition, the program examines the religious dimension of humanity and the influence of the sacred in the formation of culture.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Six courses in total are required. Students are to choose one course from each of the following categories:

Complete ALL of the following Courses:

- RS102 - Religious Quest for Meaning
  OR RS216 - The Meaning of Faith
  OR ID222 - Exploring the Human Spirit
- RS201 - Old Testament
  OR RS202 - New Testament
- ID304 - Exploring Ethics
- RS107 - Jesus: Myth & Reality
  OR RS211 - Religion and Society
  OR RS309 - Religious Hope & the Future
- RS304 - Symbol & Ritual in Human Life
  OR RS317 - Pluralism:One God,Many Faiths
  OR RS318 - Women and Religion
  OR

plus an RS elective.

Minor in Supply Chain Management

General

Program Code
MIN-SCM

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- MT222 - Principles of Marketing
- MT235 - Software App. for Business
- MT405 - Forecasting & Logistics
- MT415 - Sourcing & Operations
- ID327 - Managing Projects

Minor in Sport Management

General

Program Code
MIN-SM

Program Description
Students who choose the Minor in Sport Management will be required to meet the criteria to be admitted to Regis College, and then maintain satisfactory academic progress; Students meet with the academic program advisor and complete a “Declaration of Minor” form; Only one course (three credits) may be taken with the pass/no pass option in the minor field.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- SMT216 - Intro. Sport Management

Electives

Complete at least 5 of the following courses:

- HFS150 - Intro.Health & Fitness Studies
- SMT213 - Sport in Society
- SMT340 - Sport Event Mgmt. & Promo
- SMT342 - Sport Marketing & Technology
- SMT345 - Legal Issues in Sport Mgmt.
- SMT355 - Facility Dsgn,operations&mgnt
- SMT356 - Athletic Admin.&Sport Gov.

One business management class may also count as an elective toward this minor.

Minor in Sociology

General

Program Code
MIN-SOC

Program Description
Earning a minor in Sociology will enable you to develop skills that are vital to the study of society. You will take six courses, including an introductory course on sociology and five electives. Having several options for your electives, you can develop a program of study that is consistent with your scholarly interests and career aspirations.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- SO201 - Introduction to Sociology

Required Elective Courses

Complete at least 2 of the following courses:

- PO230 - Internat'l Relations:Introd
- PS306 - Cultural Psychology
- PS312 - Social Psychology
- SW202 - Intro to Social Services
- ID309 - Methods of Social Research
- PS303 - Research Methods Psy I/Lab
  AND PS304 - Research Methods Psy II/Lab

Both PS 303 and PS 304 are counted as a single course for the purposes of the Sociology minor.

Other Sociology Electives

Complete at least 3 of the following courses:

- SO205 - Social Problems
- SO213 - Cultural Anthropology

- SO260 - Peace in New Millennium
- SO280 - Spirituality & Comm. Service
  OR RS280 - Spirituality & Community Serv
- SO303A - Oppress/Prejud/Discrimination
- SO324 - Juvenile Delinquency
- SO335 - Technol, Envir & Society
- SO354 - Women in Society
- SO355 - Sociology of Health & Illness
- SO367 - Gender Roles

Minor in Spanish

General

Program Code
MIN-SP

Program Description
A Spanish Minor at Regis helps broaden the marketability of students, particularly in the health sciences, communications, and humanities fields. The United States gains more Spanish speakers each year, making it one of the most useful languages to master. You may choose to complete the minor on campus or abroad. Students in the past have studied in Spain, Argentina, and Chile.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

- SP205 - Hispanic Culture
- SP206 - Hispanic Culture 20th-21st C

AND

Selection

Complete at least 2 courses in the following course sets:

- 300- or 400-level SP courses

Minor in Social Work

General

Program Code
MIN-SW

Program Description
Social work focuses on helping others including working with individuals, families, groups, organizations, and communities to achieve life-enhancing goals. Born out of an increased sense of social responsibility toward vulnerable populations, social work continues to be concerned with the advancement of economic and social justice. What makes the field unique is its dual focus on helping people and changing environments. The Minor in Social Work at Regis College is grounded in the belief that experience and hands-on learning are essential for developing social work skills. Experiential learning takes place in the classroom and in service learning projects, internships, and field placements.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- SW202 - Intro to Social Services
- SW303A - Life Span Human Behavior
- SW304A - Communities, Orgs & Groups
- SW327 - Social Policy & Social Change

and two electives in social work. SO303A may count as one of the two electives for the minor.

Minor in Theater

General

Program Code
MIN-TH

Program Description
Students who Minor in Theatre at Regis have the opportunity to explore the complex connection between theatre and dramatic arts with other studies in the liberal arts, sciences, and professional fields. Explore your creative side and enhance your skills in any number of fields, including humanities, teaching, health professions, law, politics, management, and communication.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- TH203 - Introd. to Theatre
- TH206 - Women in Theatre
- TH207 - Acting
- MU308 - Musical Theatre
- DA204 - Movement/Physical Theatre

Elective Courses

Complete ANY of the following Courses:

- TH201 - Oral Interpretation
- TH216 - World Theatre in Its Context
- CO240 - Screenwriting
- TH311 - Oral History & Performance
- TH320C - Special Topics: Playwriting
- TH325 - Drama as Learning Medium

Minor in Women's and Gender Studies

General

Program Code
MIN-WGS

Program Description
The Women's and Gender Studies (WGS) program at Regis is committed to the study of women and the role of gender in the formation of our lives, perspectives, systems, and environment. The minor's multidisciplinary approach invites intellectual inquiry, and challenges students' innate creativity and curiosity in considering the meaning and role of gender in human life. Students study the ways in which the intersections of race, ethnicity, class, and sexuality have shaped gendered realities throughout history and in our current times. Students study the intersection of race, ethnicity, class, and sexuality in framing gendered realities throughout history. The WGS program annually awards the Mary C. Bryan Women's and Gender Studies Award in recognition of exemplary student work that enhances our understanding of women's experiences and/or our knowledge of the role of gender in our lives and our history.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Requirements

Type
Completion Requirement

Required for the Minor

Complete ALL of the following Courses:

- WS201 - Intro to Women's Studies

and an additional 15 credits representing at least three different disciplines on the approved list of women's studies courses. Please consult the WGS Minor page on the Regis website for the latest listing of approved courses for the Minor: https://www.regiscollege.edu/academics/majors-and-programs/womens-and-gender-studies-minor

Minor in Writing

General

Program Code
MIN-WR

Program Description
A Writing Minor is an excellent way for students in all majors and disciplines to enhance their critical reading skills and gain creative and professional writing experience that will serve them well in any career. Students can choose from a wide range of English/writing (EN), theater (TH) and communication (CO) courses to fulfill a Writing Minor. A number of courses include experiential and service-learning opportunities.

Degree Requirements

Simple Requisites

Degree Requirements

Minor Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EN105 - Reading,Thinking, & Writing I
- EN106 - Reading,Thinking,&Writing II

Minor Requirements

Type
Completion Requirement

Required for the Minor

Earn at least 15 credits from the following:

- EN210 - Poetry Workshop
- EN210B - Fiction Workshop
- EN230 - Creative Nonfiction Workshop
- EN231 - Writing in Place:Travel Memoirs
- EN233 - Literature and Technology
- EN329 - Writing forChange in Comm.
- EN334 - Writing and Healing

- CO212 - Communication Professional
- CO219 - Journalism
- CO240 - Screenwriting
- EN202 - Publishing Hemetera-RC Literary Journal
- EN303 - Living Literature
- TH311 - Oral History & Performance

Complete ALL of the following Courses:

- EN223 - The Art of Persuasive Writing

Master of Public Health (online)

General

Program Code
MPH-PPH

Program Description
The Master of Public Health (M.P.H.) is an online practice-oriented terminal degree program designed to prepare students who have little or no experience in public health to work with communities to map their assets and needs. Graduates will be prepared to develop and evaluate culturally relevant interventions to promote public health. Our MPH program is designed for compassionate, resourceful, service-oriented people who aspire to be change agents in their communities. The students who seek the MPH degree are those that care for their communities; they care for the well-being of others; and they strive to make a difference in the world around them. Here at Regis College we care for the “Dear Neighbor” without distinction.

We are a diverse community of passionate people who appreciate cultural differences and we value what we learn from each other. We believe that the educational experience is inspired by the Catholic intellectual traditions and the social justice values espoused by our founders the Sisters of St. Joseph of Boston.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Foundational Courses

Complete ALL of the following Courses:

- PBH611 - Social and Behavioral Science
- PBH600 - Biostatistics
- PBH633 - Epidemiological Methods
- HP602 - Concepts in Health Admin.
- PBH635 - Contemp.Issues Evironmental Hlth
- HP601 - Health Ethics & Law
- PBH632 - Applied Practice Experience - Practicum
- PBH636 - Integrated Learning Experience - Capston

Epidemiology Concentration

Complete ALL of the following Courses:

- PBH614 - Observational/Interventional Study Desig
- PBH615 - Data Management & Data Analysis
- PBH616 - Advanced Analysis Epidemiologic Studies
- PBH617 - Infectious Disease Epidemiology
- PBH618 - Chronic Disease Epidemiology
- PBH619 - Advanced Epidemiologic Methods

Health Policy and Management Concentration

Complete ALL of the following Courses:

- PBH622 - Health Policy Analysis
- HP609 - Hlth Policy, Polit, Perspective
- HP622 - Economics of Health Care
- PBH623 - Contemp Issues, Spec Populat, & Policies
- PBH624 - State Health Policy
- PBH625 - Policy & Program Implementation

Additional Comments:

Minimum 3.0 GPA required.

Months to Complete

28

Learning Outcomes

Learning Outcomes

Students will assess evidence-based, diverse community health needs to develop culturally appropriate public health solutions.

Students will create community health interventions utilizing appropriate learning, communication, organizational, social, and behavior change theories.

Students will apply principles of biostatistics, environmental health, epidemiology, and social-behavioral models for the prevention of diseases in communities.

Students will evaluate programs and public health research findings for community health initiatives.

Students will advocate for policy change, improved health outcomes, shared vision, social change, and community solutions to address organizational and community challenges.

Students will create relevant local and global health policy recommendations aimed at improving community health outcomes

Students will collaborate with key stakeholders and partners to promote health research and data that will improve diverse community's health outcomes

Students will create health communications for individuals and groups from diverse cultural, ethnic, and educational backgrounds using a variety of technology and multidisciplinary approaches.

Students will lead public health professionals, multidisciplinary teams, and system stakeholders in organizational and community health settings.

MS in Applied Behavior Analysis

General

Program Code
MS-MAB-MAB

Program Description
The Association for Behavior Analysis International© has approved the course sequence as meeting the coursework requirements for eligibility to take the Board- Certified Behavior Analyst Certification Examination®. Students will also need to gain 1500-2000 hours of supervised fieldwork experience in order to be eligible to take the Board-Certified Behavior Analyst Certification Examination.

The on campus ABA Program has been granted accreditation through the Association of Behavior Analysis International as a Tier 1 institution.

The field of applied behavior analysis (ABA) is based on the scientific study of learning and behavior. Students enrolled in the MS in ABA program will learn how to apply behavior analytic procedures to solve behavioral problems of social importance and improve conditions for dependent or at-risk populations.

Applications of ABA are most associated with special education and individuals diagnosed with developmental and intellectual disabilities (e.g., autism spectrum disorders); however, ABA also includes diverse applications such as general education, organizational behavior management, behavioral medicine, behavioral pharmacology, and exercise and health. The program is designed to prepare students to address the behavioral needs of individuals across diverse settings. A fundamental assumption underlying the ABA Program at Regis College is that students require multiple opportunities to gain practical experience to apply theory to practice. Regis prepares students to become effective practitioners through three semesters of supervised fieldwork at sites located in the community as well as completing a culminating thesis.

The 40credit program is designed for busy professionals with many classes occurring across 8 weeks. The ABA on ground program offers daytime, evening, and hybrid classes. Students can complete the MS in ABA program in as little as two years of full-time study. Students work closely with their advisors to tailor a path of study that will not only accommodate their schedule, but enable them to become skilled practitioners of behavior analysis.

Program Mission:

In alignment with the mission of Regis College, we strive to uphold an inclusive and diverse Regis ABA community where every student and alumnus feels supported and connected. The ABA programs provide students with a historical and current scientific framework for interpreting and applying the science as future professionals in the field of behavior analysis, with the goal of delivering expert, socially significant service.

Location
Melmark New England, Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ABA601 - Concepts and Principles I
- ABA602 - Concepts and Principles II
- ABA604 - Treatment Evaluation
- ABA606 - Behavioral Assessment
- ABA608 - Behavior Intervention
- ABA610 - Ethical Practice in ABA
- ABA612 - Verbal Behavior
- ABA614 - Radical Behaviorism
- ABA616 - Training and Supervision
- ABA672 - Fieldwork I
- ABA673 - Fieldwork II
- ABA674 - Fieldwork III
- ABA675 - Fieldwork Continuation I
- ABA676 - Fieldwork Continuation II
- ABA678 - Thesis Research 1
- ABA626 - Thesis II
- ABA627 - Thesis III
- ABA682 - Thesis Research 4

Tentative Electives

Earn at least 3 credits from the following:

- ABA521 - AutismSpecDiso&RelatedDisabilities
- ABA523 - Child Behavior Management

Additional electives may be substituted if approved by the graduate program director.

Months to Complete
36

Learning Outcomes

Learning Outcomes

Explain the causes of behavior from assessment of behavior to intervention in both scientific and layman's terms

Create effective measurement procedures for culturally sensitive behavioral targets.

Conduct a variety of indirect assessments, skills assessments, and functional behavioral assessments and interpret the results.

Design effective, empirically validated programs based on assessment results.

Interpret visual displays of data across a variety of single-subject designs.

Train caregivers, including staff and parents, to implement culturally sensitive empirically validated interventions.

Supervise behavior analytic interventions.

Demonstrate ethical and culturally competent treatment of all individuals.

Provide comprehensive care using multidisciplinary collaboration.

MS in Applied Behavior Analysis with MEDD

General

Program Code
MS-MABD

Location
Weston Campus

Degree Requirements

Months to Complete
36

MS in Regulatory and Clinical Research Management

General

Program Code
MS-MR-RA

Program Description
The graduate program in Regulatory and Clinical Research Management (RCRM) is intended for candidates with baccalaureate degrees in the sciences, engineering, nursing, or other health professions. Other candidates may enter the program with permission of the program director. Candidates are those who wish to start, advance, or transition their career in biotechnology, pharmaceutical or medical devices industry sectors, life sciences research institutions, or clinical research organizations. The program provides the knowledge and skills for excellence as regulatory, quality system, or clinical research professionals. Each student selects a specialty track, either regulatory management or clinical research management.

Students seeking the Master of Science complete thirty-three credits of study. While the curriculum emphasizes regulatory affairs and clinical research, the Master of Science program includes other topics, such as health policy and health ethics and law.

The program consists of 33 credits: 4 core courses and 4 specialty track courses (totaling 24 credits) and 9 credits of electives. Electives are most often taken on the other track, but may include electives within other graduate programs, such as health administration, public health.

Program Objectives

· To implement a curriculum based on current international standards of regulatory, quality systems and clinical research.

· To develop professionals who will be in a position to move into leadership positions in these growing areas as well as into professional associations.

· To play a leadership role in developing competency and accreditation standards for academic programs in both regulatory and clinical research management

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

CORE COURSES

CORE courses required for the RCRM-MS degree program.

Complete ALL of the following Courses:

- RA601 - Overview Med.Product Industry
  AND RA616 - Project Management
  AND RA615 - Qual Systems & Risk Mgmt
  AND HP601 - Health Ethics & Law

CORE courses required for the RCRM-MS degree program.

Clinical Research Management (CRM) Concentration Track

CONCENTRATION TRACK COURSES.

Complete ALL of the following Courses:

- RA609 - Clinical Trial Management
  AND PBH600 - Biostatistics
  AND PBH633 - Epidemiological Methods
  AND HP635 - Health Information Systems

CONCENTRATION TRACK COURSES.

Regulatory Affairs and Quality Assurance (RA/QA) Concentration Track

CONCENTRATION TRACK COURSES.

Complete ALL of the following Courses:

- RA604A - Medical Device Regulation
  AND RA602B - FDA Regulations
  AND RA603A - Pharmaceutical Prod Regul
  AND RA632 - Quality System Auditing

CONCENTRATION TRACK COURSES.

Life Sciences Business Management

CONCENTRATION TRACK COURSES.

Two additional courses proposed:

NEW COURSE-- Overview of Product Development Process (Innovation to Commercial Market)

NEW COURSE -- Medical Products Pricing & Reimbursement

Complete ALL of the following Courses:

- HP619 - Researchmethods:hlthprofessions
  AND MT608 - Management Information Systems
  AND HP635 - Health Information Systems

CONCENTRATION TRACK COURSES.

Two additional courses proposed:

NEW COURSE-- Overview of Product Development Process (Innovation to Commercial Market)

NEW COURSE -- Medical Products Pricing & Reimbursement

ELECTIVE COURSES

ELECTIVE THREE COURSES - REQUIRED 9 CREDITS

ADDITIONAL NEW COURSE PROPOSED -- International Regulatory Affairs

Complete ANY of the following Courses:

- HP648 - Strat.Mgmt.Health Care Org.
  AND HP622 - Economics of Health Care
  AND HP609 - Hlth Policy, Polit, Perspective
  AND RA633 - Global Medical Device Regulation
  AND
  AND MT608 - Management Information Systems

ELECTIVE THREE COURSES - REQUIRED 9 CREDITS

ADDITIONAL NEW COURSE PROPOSED -- International Regulatory Affairs

Additional Courses

Other courses may be chosen as electives with the approval of the regulatory and clinical research management graduate program director. Consistent with Regis policy, two relevant graduate courses from other universities may be transferred subject to the program director's approval.

Additional Comments:

N/A

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Understand and apply the basic principles and issues in medical product regulation and clinical research

Justification

NO CHANGE

PLO 2: Apply current U.S. and international requirements to diverse product technologies and medical applications

Justification
NO CHANGE

PLO 3: Determine and influence current and applicable laws, regulations, and guidelines to enhance drug and device safety

Justification
NO CHANGE

PLO 4: 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

Justification
NO CHANGE

PLO 5: Organize and analyze data and understand principles of statistical analysis

Justification
NO CHANGE

PLO 6: Develop and practice oral and written communications skills needed for these interactions

Justification
NO CHANGE

PLO 7: Be ready to fill the growing need for regulatory and clinical professionals as the need for and sophistication of health product technology and systems continue to evolve

Justification
NO CHANGE

MS in Regulatory and Clinical Research Management

General

Program Code
MS-MRN-RA

Degree Requirements

Months to Complete
36

MS in Nursing - Clinical Nurse Leader

General

Program Code
MS-NU-CNL

Program Description
The Master of Science in Clinical Nurse Leader (CNL) is an advanced nursing generalist responsible for overseeing clinical care and outcomes for a group of patients at the point of care (AACN, 2013). The CNL Program is designed to prepare baccalaureate nurses with advanced competencies to provide clinical leadership across the continuum of care in any health care setting.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid, 400 clinical hours for leadership mentoring, clinical practice, and completion of a capstone project.

Credits: 39 credits.

Certification: CNL Certification Examination offered by the Commission of Nurse Certification.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership

- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Specialty Courses

Complete ALL of the following Courses:

- NU606 - Adv Pathophysiology
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing

Inter-Professional Courses - School of Health Sciences

Complete ALL of the following Courses:

- HP608 - Health Care Quality Management
- HP609 - Hlth Policy, Polit, Perspective
- HP635 - Health Information Systems

Clinical Nurse Leader Courses

Complete ALL of the following Courses:

- NU657 - CNL Role Class:Intro CNL Practice
- NU658A - CNL Capstone:Clin. Immersion

Additional Comments:

The Regis College CNL program is intended for individuals who already hold a Bachelor Degree in Nursing. Graduate courses taken at other accredited institutions prior to admission may be considered for a maximum of six transfer credits. The part-time plan of study requires a total of 39 credits for graduation. Students are admitted in a cohort, usually a group of 15 or more RNs, and progress through the program with their cohort peers. The average program length is approximately 3 – 3 1/2 years. Classes are typically held on a weekday evening at the practice partnership site with on-line assignments in between.

****Regis CNL Program Requires Academic-Service Partnership- Students are admitted only if hospital/place of employment is an affiliating clinical partner of Regis School of Nursing****

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
◈ Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2:

Objective
◈ Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3:

Objective
◈ Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4:

Objective
◈ Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5:

Objective
◈ Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6:

Objective
◈ Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7:

Objective

◈ Maximize responsibility for continued learning and professional development.

PLO 8:

Objective

◈ Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9:

Objective

◈ Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing - Family NP

General

Program Code
MS-NU-FNP

Program Description
The Master of Science in Nursing with the Family Nurse Practitioner Specialization offers the baccalaureate-educated registered nurse advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children, adult, geriatric, and women's health primary care.

Admission Requirements: Bachelor of Science in Nursing and RN licensure.

Modality: Weston campus, Hybrid or Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 48 Credits.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Location
Weston Campus

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing and an active RN License.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society

PLO 2: Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation

PLO 4: Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence-based practice to advance the nursing profession

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society

PLO 6: Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings

PLO 7: Maximize responsibility for continued learning and professional development

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting

PLO 9: Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system

MS Direct Entry - Family NP

General

Program Code
MS-NU-GM-FNP

Program Description
The purpose of this graduate program in nursing at Regis is to prepare the individual to sit for the registered nurse license examination and certification for advanced nursing practice. Students in this program must first satisfactorily complete the generalist nursing component. At the point of successful completion of the generalist component (1.5 years), the student is eligible to sit for the RN license examination. Upon completion of one more semester, the student will be awarded a Bachelor of Science degree. The Master of Science degree will be awarded after the completion of the specialist component. Students may choose one of six specialty areas: adult/ geriatric primary care nurse practitioner, family nurse practitioner, pediatric nurse practitioner, psychiatric/mental health nurse practitioner, adult/geriatric acute care nurse practitioner, or women's health nurse practitioner. Regis policy requires that all graduate programs must be completed within seven years. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered in a hybrid format during the day, in the evening, on weekends, and during the summer.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admission Prerequisites

Type
Prerequisite

Additional Comments:
Successful completion of the following prerequisites:

Chemistry I, Anatomy and Physiology I & II, Microbiology, Statistics, Human Growth and Development, and Ethics

Curriculum

Type
Completion Requirement

Required courses must be taken in sequence

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU606 - Adv Pathophysiology
- NU647 - Maternal Child/Family Nursing
- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- NU641 - Adv Clinical Pharmacology
- HP609 - Hlth Policy, Polit, Perspective
  OR NU629 - AdvHlth.Promotion&DiseasePrev
- NU643 - Adv.Psychopharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU664A - Primary Care of Child I
  AND NU664B - Primary Care of Family I
  AND NU664C - Family Psychiatric Mental Health I
  AND NU664D - Primary Care Adult Woman I
  AND NU664E - Adult-Gerontology Primary Care I
  AND NU664F - Acute&Critical Care Adult Geri Client I
- NU646 - Theo.& Prac. of Contemp.Psychotherapies
  OR NU661 - PrimaryCare ChildbearingWoman
  OR HP626 - Soc.Pol.Econ.Perpec in Geront
- NU665A - Primary Care of Child II
  AND NU665B - Primary Care of Family II
  AND NU665C - Family Psychiatric Mental Health II
  AND NU665D - Primary Care Adult Woman II
  AND NU665E - Adult Gerontology Primary Care II
  AND NU665F - Acute&Crit.CareAdult Geri. II
- NU668 - Role & Issues/Adv Practice

Additional Comments:

Total credits: 94 (97 for Psych/Mental Health NP), a minimum of 600 clinical hours for the nurse practitioner program. Specific details of program completion can be found in the Graduate Nursing Manual.

Months to Complete

36

MS Direct Entry - Psych/Mental Hlth NP

General

Program Code
MS-NU-GM-MHNP

Program Description
The purpose of this graduate program in nursing at Regis is to prepare the individual to sit for the registered nurse license examination and certification for advanced nursing practice. Students in this program must first satisfactorily complete the generalist nursing component. At the point of successful completion of the generalist component (1.5 years), the student is eligible to sit for the RN license examination. Upon completion of one more semester, the student will be awarded a Bachelor of Science degree. The Master of Science degree will be awarded after the completion of the specialist component. Students may choose one of six specialty areas: adult/ geriatric primary care nurse practitioner, family nurse practitioner, pediatric nurse practitioner, psychiatric/mental health nurse practitioner, adult/geriatric acute care nurse practitioner, or women's health nurse practitioner. Regis policy requires that all graduate programs must be completed within seven years. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered in a hybrid format during the day, in the evening, on weekends, and during the summer.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admission Prerequisites

Type
Prerequisite

Additional Comments:
Successful completion of the following prerequisites:

Chemistry I, Anatomy and Physiology I & II, Microbiology, Statistics, Human Growth and Development, and Ethics

Curriculum

Type
Completion Requirement

Required courses must be taken in sequence

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU606 - Adv Pathophysiology
- NU647 - Maternal Child/Family Nursing
- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- NU641 - Adv Clinical Pharmacology
- HP609 - Hlth Policy, Polit, Perspective
  OR NU629 - AdvHlth.Promotion&DiseasePrev
- NU643 - Adv.Psychopharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU664A - Primary Care of Child I
  AND NU664B - Primary Care of Family I
  AND NU664C - Family Psychiatric Mental Health I
  AND NU664D - Primary Care Adult Woman I
  AND NU664E - Adult-Gerontology Primary Care I
  AND NU664F - Acute&Critical Care Adult Geri Client I
- NU646 - Theo.& Prac. of Contemp.Psychotherapies
  OR NU661 - PrimaryCare ChildbearingWoman
  OR HP626 - Soc.Pol.Econ.Perpec in Geront
- NU665A - Primary Care of Child II
  AND NU665B - Primary Care of Family II
  AND NU665C - Family Psychiatric Mental Health II
  AND NU665D - Primary Care Adult Woman II
  AND NU665E - Adult Gerontology Primary Care II
  AND NU665F - Acute&Crit.CareAdult Geri. II
- NU668 - Role & Issues/Adv Practice

Additional Comments:

Total credits: 94 (97 for Psych/Mental Health NP), a minimum of 600 clinical hours for the nurse practitioner program. Specific details of program completion can be found in the Graduate Nursing Manual.

Months to Complete

36

MS in Nursing - Psychiatric/Mental Health NP

General

Program Code
MS-NU-MHNP

Program Description
The Master of Science in Nursing with the Psychiatric Mental Health Nurse Practitioner Specialization offers the baccalaureate-educated registered nurse with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of patients across the lifespan with a diagnosis or requiring management of psychiatric disorders. Understanding the relationship between pharmacological treatment and symptom management is emphasized.

Admission Requirements: Bachelor of Science in Nursing and RN licensure.

Modality: Weston campus, Hybrid or Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 51 credits

Certification: American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP).

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

The family psychiatric mental health nurse practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment along with nursing theory, process, and research. Clinical management of patients across the lifespan is applied in a variety of health care settings related to diagnosis and management of psychiatric disorders. Co-morbid medical conditions which impact mental health are analyzed in relation to symptom presentation. Understanding the relationship between pharmacological treatment and symptom management is emphasized. The curriculum is comprised of 13 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as a Family Psychiatric and Mental Health Nurse Practitioner. It is important to meet with a graduate advisor student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Specialty Courses

Complete ALL of the following Courses:

- NU606 - Adv Pathophysiology
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU641 - Adv Clinical Pharmacology
- NU643 - Adv.Psychopharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU646 - Theo.& Prac. of Contemp.Psychotherapies
- NU664C - Family Psychiatric Mental Health I
- NU665C - Family Psychiatric Mental Health II
- NU668 - Role & Issues/Adv Practice

Additional Comments:
Total 49 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society

PLO 2: Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation

PLO 4: Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence-based practice to advance the nursing profession

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society

PLO 6: Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings

PLO 7: Maximize responsibility for continued learning and professional development

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting

PLO 9: Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system

MS in Nursing - Nursing Leadership/Health Administration

General

Program Code
MS-NU-NLHA

Program Description
The Master of Science in Nursing Leadership/Health Administration is designed to prepare baccalaureate nurses for advanced nursing practice in nursing leadership.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid, 80 hours of fieldwork and clinical/leadership mentorship hours.

Credits: 33 credits.

Certification: None.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Specialty Courses

Complete ALL of the following Courses:

- HP601 - Health Ethics & Law
- HP608 - Health Care Quality Management
- HP611 - Mgmt. Accounting in Health Care
- HP614 - Financial Analysis Health Admin.
- HP622 - Economics of Health Care
- NU605 - Concepts Nurs Leadership
- NU612 - Org/Struct Nurs Leadership
- NU623 - Regul Issues:Nurs Leadership
- NU627 - Mentorship for the Nursing Leader

Electives

Informatics elective.

Fieldwork

80 hours of fieldwork.

Clinical/Leadership Mentorship

80 hours of clinical/leadership mentorship.

Additional Comments:

Graduate courses taken at other accredited institutions prior to admission may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important that the student meet with a graduate advisor or student support service to develop a personal curriculum plan as the sequencing of courses can impact the time to complete the program. Courses are offered evenings and weekends to accommodate working nurses.

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO 1:

Objective

 Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2:

Objective

◈ Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3:

Objective

◈ Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4:

Objective

◈ Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5:

Objective

◈ Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6:

Objective

◈ Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7:

Objective

◈ Maximize responsibility for continued learning and professional development.

PLO 8:

Objective

◈ Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9:

Objective

◈ Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing - Nursing Leadership/Health Informatics

General

Program Code
MS-NU-NLHI

Program Description
The Master of Science in Nursing Leadership and Health Informatics is designed for nurses seeking a career working in the field of health informatics. Employment post-graduation typically involves working as a nurse informaticist in a provider, vendor, insurance, biotech, or public health setting.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid, 110 hours of fieldwork and 100 mentorship hours.

Credits: 33 credits.

Certification: None.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Students earn the MS-NL/HI degree after completing a minimum of 14 courses: 8 core nursing leadership courses, 4 core informatics courses, and 1 capstone or mentorship course of independent study (100 hours of mentorship).

Up to two courses may be taken in the graduate program prior to applying and fully matriculating. Informatics core courses are multidisciplinary and feature the study of:

- Information Technology (Healthcare Database Design and Development Health Information systems)
- System Life Cycle (Health Informatics, Health Information Systems)
- Professional Practice (Strategic Leadership in Health Informatics, Mentorship)

All degree candidates are required to complete a capstone course of independent study either a mentorship (100 hours), capstone project, or a thesis. This combination of coursework produces a wide range of learning outcomes. Students develop technical skills in database design and development and the ability to transform data into clear, actionable nursing information and knowledge. They cultivate leadership and managerial skills in multidisciplinary teams to plan for and resolve evidenced- based health issues, articulating informatics as a core strategy to enhance, coordinate, and improve outcomes of care. The graduate program in Nursing Leadership/Health Informatics includes 110 hours of fieldwork and 100 hours of mentorship.

Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, graduate advisor or program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during evenings, on weekends, and online to accommodate working professionals.

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics

Two-Year Sample Curriculum

Type
Completion Requirement

Year 1, Summer Session I

Complete ALL of the following Courses:

- HP601 - Health Ethics & Law
- HP635 - Health Information Systems

or other 3-credit Informatics Core Course.

Year 1, Summer Session II

Complete ALL of the following Courses:

- NU601 - Nursing Theory

Year 1, Fall Semester

Complete ALL of the following Courses:

- NU605 - Concepts Nurs Leadership
- HP622 - Economics of Health Care

Year 1, Spring Semester

Complete ALL of the following Courses:

- NU612 - Org/Struct Nurs Leadership
- HP608 - Health Care Quality Management

Year 2, Summer Session I

Complete ALL of the following Courses:

- HP609 - Hlth Policy, Polit, Perspective
- NU631 - Scientific Inq.Evidence Based

Year 2, Summer Session II

Complete ALL of the following Courses:

- NU623 - Regul Issues:Nurs Leadership

Year 2, Fall Semester

Complete ALL of the following Courses:

- HP638 - Strat .Leadership in Hlth Info
- HP643 - Database Design & Dev.for Healthcare

Year 2, Spring Semester

Complete ALL of the following Courses:

- HP641 - Health Info.Systems Mentorship
- NU710 - Informatics in Health Care

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO 1:

Objective

Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2:

Objective

Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3:

Objective

◈ Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4:

Objective

◈ Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5:

Objective

◈ Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6:

Objective

◈ Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7:

Objective

◈ Maximize responsibility for continued learning and professional development.

PLO 8:

Objective

◈ Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting

PLO 9:

Objective

◈ Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing - Nursing Leadership/Health Policy

General

Program Code
MS-NU-NLHP

Program Description
The Master of Science in Nursing Leadership & Health Policy is designed to prepare baccalaureate nurses for leadership roles in health policy and politics. Nurses pursuing this degree will learn about the current policy issues impacting nursing and health care, how policy is made, and how to lead and influence the development of health policy through effective advocacy in the political process.

Admission Requirements: Bachelor of Science in Nursing, RN licensure.

Modality: Weston campus, Hybrid, 80 hours of fieldwork.

Credits: 33 credits.

Certification: None.

Students in this track earn a Master of Science degree in Nursing Leadership & Health Policy. Graduate courses taken at other accredited institutions may be considered for a maximum of six transfer credits. Students taking the standard two courses per semester will complete the program in two years. It is important to meet with a faculty member, Graduate advisor, or the program director to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program. Courses are offered during evenings, on weekends, and online to accommodate working nurses.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Nursing Leadership Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- HP609 - Hlth Policy, Polit, Perspective

- NU612 - Org/Struct Nurs Leadership
- NU623 - Regul Issues:Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP608 - Health Care Quality Management
- HP622 - Economics of Health Care

Concentration Courses

- HS 513A Issues in National Health Policy (co-registration with Brandeis University Heller School))
- HS 521A Approaches to Political and Organizational Analysis (co-registration with Brandeis University Heller School)
- Graduate elective, selected from Health Policy Course offerings.

Mentorship Reuqirement

Complete ALL of the following Courses:

- NU627 - Mentorship for the Nursing Leader

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO 1:

Objective

Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2:

Objective

Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3:

Objective
◈ Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4:

Objective
◈ Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5:

Objective
◈ Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6:

Objective
◈ Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7:

Objective
◈ Maximize responsibility for continued learning and professional development.

PLO 8:

Objective
◈ Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9:

Objective

◈ Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Occupational Therapy

General

Program Code
MS-OT

Program Description
Program Description

Occupational therapy (OT) is a dynamic field of practice that utilizes participation in goal-directed, meaningful activities to restore health, promote growth and adaptation, and enhance both occupational performance and quality of life. Best practices in occupational therapy require foundational knowledge, integration of philosophical and theoretical concepts, incorporation of evidence, and application of technical skills. The Master of Science in Occupational Therapy (MSOT) at Regis provides a sequential learning experience progressing from foundational knowledge through integration, application, and evaluation. Students will analyze research, client abilities, and environments and use this information to create therapeutic interventions to enhance the individual's quality of life. The MSOT program provides various opportunities for students with diverse learning styles to be successful within the rigorous curriculum, both inside the college classroom and outside in applied field settings. Learning may occur through traditional lectures, discussion, reading, use of technology, observation, situational problem solving, group interaction, or hands-on practical in labs and field experiences. The 74-credit program is designed to meet the learning needs of all students within the program and to train these future professionals in applying these principles within the practice of occupational therapy. Students will enter the profession equipped to use occupation as a means to improve the well-being of a diverse population of individuals within a multicultural society.

The entry-level occupational therapy master's degree has been granted Accreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852- 4929. ACOTE's telephone number c/o AOTA is 301-652-6611 and its web address is www.acoteonline.org.

Graduates are eligible to sit for the national certification examination for the occupational therapist ad- ministered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission

Applicants for admission must achieve at least one of the following levels for admittance:

- Completion of a related undergraduate degree (biology, kinesiology, athletic training) from an accredited university with a minimum GPA of 3.0; OR
- Completion of an undergraduate degree from an accredited university, and a B- or better in all prerequisite courses listed below. Prior to admission, students must complete the following prerequisite courses* of study as part of, or in addition to, an undergraduate degree. Coursework must be from an accredited university.
    - Anatomy and Physiology with Lab 8 credits

- Human Development (Psychology) 3 credits
- Abnormal Psychology 3 credits
- Kinesiology 3-4 credits
- Sociology 3 credits
- Statistics 3 credits
- Neuroanatomy/Neurobiology 3-4 credits

Transfer of credit from another approved institution of higher learning will be allowed if it is for graduate work done within five years prior to enrolling at Regis and the grade received for the work is not less than B-. No more than two courses may be transferred. Only those courses will be accepted that correlate with standards for the particular component of the program in which the student is enrolled. Students applying for transfer credit are required to submit to the appropriate graduate program director a transcript and a syllabus or a detailed course description of those courses for which they are requesting transfer credit. The Regis OT program does not offer advanced placement or credit for experiential learning.

Graduation Requirements

All coursework and fieldwork must be completed within five (5) years of beginning the program. In addition, Fieldwork II must be completed within 24 months following completion of the didactic portion of the program. In accordance with the requirements for all graduate programs at Regis, students must receive a B- or higher in all coursework in order to graduate.

Location

Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- OTH600 - Human Occupation
- OTH604 - Occupational Therapy Practice
- OTH608 - OT Prac.-Psychosocial Dysfunction/Lab
- OTH612 - OT Prac-Physical Dys/Lab
- OTH616 - Group Dynamics/Lab

- HP601 - Health Ethics & Law
- OTH620 - OT Eval/Intervention-Child&Adolesc/Lab
- OTH624 - OT Eval/Int-Adults&OldAdults/Lab
- OTH660A - Fieldwork I A
- OTH628 - Community Based Practice/Lab
- OTH632 - Assistive Technology
- OTH636 - Research Methods
- OTH640 - School-Based Practice
- OTH660B - Fieldwork I B
- OTH644 - Clinical Reasoning in OT
- OTH648 - Hand&Upper Extrem Rehab/Lab
- OTH652 - OT Leadership
- OTH656 - Special Topics in OT
- OTH664A - Fieldwork Level Ii-A
- OTH664B - Fieldwork Level II-B
- OTH668 - Level II Fieldwork Online Discussion

Months to Complete

30

Learning Outcomes

Learning Outcomes

PLO 1: Demonstrate knowledge regarding the theories and practices of OT and be skilled in reading, evaluating, and disseminating information from current research and literature in OT

PLO 2: Apply occupational theory and evidence-based practice assessment and interventions with individuals and groups in a variety of settings for the enhancement of client function in life skills

PLO 3: Demonstrate the required competencies, in accordance with the scope of practice of occupational therapy, in order to provide OT services within a wide range of settings for a diverse population

PLO 4: Plan and apply OT interventions which address physical, cognitive, psychosocial, sensory, and other aspects of performance in order to enhance clients well-being and quality of life

PLO 5: Collaborate with other professionals in the delivery of OT services

PLO 6: Advocate for the profession, uphold the ethical standards and values of OT, and participate in continuing education for life-long learning

MS in Applied Behavior Analysis (Online)

General

Program Code
MS-PABA

Program Description
The Association for Behavior Analysis International© has approved the course sequence as meeting the coursework requirements for eligibility to take the Board-Certified Behavior Analyst Certification Examination®. Student will also need to gain 1500-2000 hours of supervised fieldwork experience in order to be eligible to take the Board-Certified Behavior Analyst Certification Examination.

The online ABA Program has been granted accreditation through the Association of Behavior Analysis International.

The field of applied behavior analysis (ABA) is based on the scientific study of learning and behavior. Students enrolled in the MS in ABA program will learn how to apply behavior analytic procedures to solve behavioral problems of social importance and improve conditions for dependent or at-risk populations.

Applications of ABA are most commonly associated with special education and individuals diagnosed with developmental and intellectual disabilities (e.g., autism spectrum disorders); however, ABA also includes diverse applications such as general education, organizational behavior management, behavioral medicine, behavioral pharmacology, and exercise and health. The program is designed to prepare students to address the behavioral needs of individuals across diverse settings. A fundamental assumption underlying the ABA Program at Regis College is that students require multiple opportunities to gain practical experience to apply theory to practice. Regis prepares students to become effective practitioners through three semesters of supervised practicum at sites located in the community as well as completing a culminating thesis.

The 39-credit program is designed for busy professionals with many classes occurring across 8 weeks. The ABA online program offers asynchronous classes with optional live class meetings. Students can complete the MS in ABA program in as little as two years of full-time study. Students work closely with their advisors to tailor a path of study that will not only accommodate their schedule, but enable them to become skilled practitioners of behavior analysis.

Program Mission:

In alignment with the mission of Regis College, we strive to uphold an inclusive and diverse Regis ABA community where every student and alumnus feels supported and connected. The ABA programs provide students with an historical and current scientific framework for interpreting and applying the science as future professionals in the field of behavior analysis, with the goal of delivering expert, socially significant service.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ABA640 - Concepts & Principles I: Intro.
- ABA642 - Concepts&Prin.II:Experimental
- ABA644 - Treatment Evaluation
- ABA652 - Behavior Assessment
- ABA654 - Behavior Intervention
- ABA656 - Ethical Practice in ABA
- ABA658 - Verbal Behavior
- ABA660 - Radical Behaviorism
- ABA662 - Training and Supervision
- ABA646 - Practicum I
- ABA648 - Practicum II
- ABA664 - Capstone I
- ABA668 - Capstone II
- ABA670 - Capstone III

Tentative Electives

Earn at least 3 credits from the following:

- ABA663 - Advanced Topics in ABA

Additional electives may be substituted if approved by the graduate program director.

Months to Complete

30

Learning Outcomes

Learning Outcomes

PLO 1: Explain the causes of behavior from assessment of behavior to intervention in both scientific and laymans terms

PLO 2: Create effective measurement procedures for culturally sensitive behavioral targets

PLO 3: Conduct a variety of indirect assessments, skills assessments, and functional behavioral assessments and interpret the results

PLO 4: Design effective, empirically validated programs based on assessment results

PLO 5: Interpret visual displays of data across a variety of single-subject designs

PLO 6: Train caregivers, including staff and parents, to implement culturally sensitive empirically validated interventions

PLO 7: Supervise behavior analytic interventions

PLO 8: Demonstrate ethical and culturally competent treatment of all individuals

PLO 9: Provide comprehensive care using multidisciplinary collaboration

PLO 1: Explain the causes of behavior from assessment of behavior to intervention in both scientific and laymans terms

PLO 2: Create effective measurement procedures for culturally sensitive behavioral targets

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PLO 5: Interpret visual displays of data across a variety of single-subject designs

PLO 6: Train caregivers, including staff and parents, to implement culturally sensitive empirically validated interventions

PLO 7: Supervise behavior analytic interventions

PLO 8: Demonstrate ethical and culturally competent treatment of all individuals

PLO 9: Provide comprehensive care using multidisciplinary collaboration

MS (BS to DNP)-Acute Care/Adult Geriatric NP (Online)

General

Program Code
MS-PDNPE-AGCNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS (BS to DNP) - Adult/Gerontology NP (Online)

General

Program Code
MS-PDNPE-AGNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS (BS to DNP) - Family NP (Online)

General

Program Code
MS-PDNPE-FNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS (BS to DNP)- MHNP Psychiatric/Mental Hlth NP (Online)

General

Program Code
MS-PDNPE-MHNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS (BS to DNP) - Pediatric NP (Online)

General

Program Code
MS-PDNPE-PNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS (BS to DNP)- Women's Hlth NP (Online)

General

Program Code
MS-PDNPE-WHNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS in Nursing - Acute Care/Adult Geriatric NP (Online)

General

Program Code
MS-PNU-AGCNP

Program Description
The Master of Science in Nursing with the Adult/Geriatric Acute Care Health Nurse Practitioner Specialization offers the baccalaureate-educated registered nurse advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management in the acute care setting for critically ill adult/geriatric patients (adolescents through end of life).

Admission Requirements: Bachelor of Science in Nursing, RN licensure, 1 year of critical care experience as an RN.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 48 Credits.

Certification: American Nurses Credentialing Center (ANCC).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

The acute care track for adults/geriatrics specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Clinical management will focus on provided in the acute care setting for critically ill adult-geriatric patients (adolescents through end of life). The curriculum is comprised of 12 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as an Adult-Gerontology Acute Care Nurse Practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Specialty Courses

Complete ALL of the following Courses:

- NU606 - Adv Pathophysiology
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU655 - Acute& Critical Care Pharm.
- NU664F - Acute&Critical Care Adult Geri Client I
- NU665F - Acute&Crit.CareAdult Geri. II
- NU668 - Role & Issues/Adv Practice

Additional Comments:
Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

Months to Complete
28

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society

PLO 2: Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation

PLO 4: Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence-based practice to advance the nursing profession

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society

PLO 6: Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings

PLO 7: Maximize responsibility for continued learning and professional development

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting

PLO 9: Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system

MS in Nursing - Adult/Geriatric NP (Online)

General

Program Code
MS-PNU-AGNP

Program Description
The Master of Science in Nursing with the Adult and Geriatric Primary Care Nurse Practitioner Specialization offers the baccalaureate-educated registered nurse with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of young adults to geriatrics in primary care.

Admission Requirements: Bachelor of Science in Nursing and RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 48 Credits.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

The adult/geriatric nurse practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Primary care clinical management of adults from young adults to geriatrics is applied in a variety of healthcare settings. The curriculum is comprised of 12 courses and meets the American Nurses Credentialing Center (ANCC) criteria for certification as an Adult/Geriatric Nurse Practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Specialty Courses

Complete ALL of the following Courses:

- NU606 - Adv Pathophysiology
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664E - Adult-Gerontology Primary Care I
- NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice
- HP626 - Soc.Pol.Econ.Perpec in Geront

Additional Comments:
Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

Months to Complete
28

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society

PLO 2: Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation

PLO 4: Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence-based practice to advance the nursing profession

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society

PLO 6: Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings

PLO 7: Maximize responsibility for continued learning and professional development

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting

PLO 9: Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system

MS in Nursing - Psychiatric/Mental Health NP (Online)

General

Program Code
MS-PNU-MHNP

Program Description
The Master of Science in Nursing with the Psychiatric Mental Health Nurse Practitioner Specialization offers the baccalaureate-educated registered nurse advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of patients across the lifespan with a diagnosis or requiring management of psychiatric disorders. Understanding the relationship between pharmacological treatment and symptom management is emphasized.

Admission Requirements: Bachelor of Science in Nursing and RN licensure.

Modality: Weston campus, Hybrid or Online campus, primarily asynchronous with limited live sessions, 600 clinical hours based on specialization requirements.

Credits: 49 Credits.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP)

Location
Online Program

Degree Requirements

Months to Complete
28

MS Direct Entry - Acute Care/Adult Geriatric NP (Online)

General

Program Code
MS-PNU-PGM-AGCNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS Direct Entry - Adult/Geriatric NP (Online)

General

Program Code
MS-PNU-PGM-AGNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS Direct Entry Family NP (Online)

General

Program Code
MS-PNU-PGM-FNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS Direct Entry -Psych/Mental Hlth NP OL

General

Program Code
MS-PNU-PGM-MHNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS Direct Entry - Pediatric NP (Online)

General

Program Code
MS-PNU-PGM-PNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS Direct Entry - Women's Health NP (Online)

General

Program Code
MS-PNU-PGM-WHNP

Location
Online Program

Degree Requirements

Months to Complete
24

MS in Nursing - Pediatric NP (Online)

General

Program Code
MS-PNU-PNP

Program Description
The Master of Science in Nursing with the Pediatric Nurse Practitioner Specialization offers the baccalaureate-educated registered nurse advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children and young adults from birth through the age of twenty-one.

Admission Requirements: Bachelor of Science in Nursing and RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 48 Credits.

Certification: Pediatric Nursing Certification Board.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

The pediatric nurse practitioner specialty offers registered nurses advancement in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. Clinical management of children and young adults from birth through age twenty-one is addressed, including various biopsychosocial needs and health issues. The curriculum is comprised of 12 courses and meets the American Nurses Credentialing Center (ANCC) and the Pediatric Nursing Certification Board (PNCB) criteria for certification as a pediatric nurse practitioner. It is important to meet with a graduate advisor or student support specialist to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Prerequisites

Type
Prerequisite

Additional Comments:
Statistics

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Elective

An elective course.

Specialty Courses

Complete ALL of the following Courses:

- NU606 - Adv Pathophysiology
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
- NU665A - Primary Care of Child II
- NU668 - Role & Issues/Adv Practice

Additional Comments:
Total 46 credits and a minimum of 600 clinical hours. Specific details of program completion can be found in the Graduate Nursing Manual.

Months to Complete
28

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society

PLO 2: Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation

PLO 4: Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence-based practice to advance the nursing profession

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society

PLO 6: Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings

PLO 7: Maximize responsibility for continued learning and professional development

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting

PLO 9: Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system

MS in Nursing (RN to MSN) - Acute Care/Adlt Ger NP (Online)

General

Program Code
MS-PNU-RM-AGCNP

Program Description
The RN-MS program is for registered nurses who have a non-nursing bachelor's degree. Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The bridge program is comprised of four upper- division nursing courses completed before taking any graduate-level nursing courses. Students then transition into the master's portion of the program which prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management in the acute care setting for critically ill adult/geriatric patients (adolescents through end of life).

Admission Requirements: Previous bachelor's degree. RN Licensure. 1 year of critical care experience as an RN.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 59-66 Credits for Master of Science portion of program.

Certification: American Nurses Credentialing Center (ANCC)

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Upper-Division Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

The tracks and specialty areas include: nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 57-64 based on choice of track. College policy requires that all graduate programs must be completed within five to seven years per time limit and registration requirements.

It is important that you meet with a graduate advisor or student support services to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN) - Adult/Geriatric NP (Online)

General

Program Code
MS-PNU-RM-AGNP

Program Description
The RN-MS program is for registered nurses who have a non-nursing bachelor's degree. Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The bridge program is comprised of four upper- division nursing courses completed before taking any graduate-level nursing courses. Students then transition into the master's portion of the program which prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of young adults to geriatrics in primary care.

Admission Requirements: Previous bachelor's degree. RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 59-66 Credits for Master of Science portion of program.

Certification: American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Upper-Division Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

The tracks and specialty areas include: nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 57-64 based on choice of track. College policy requires that all graduate programs must be completed within five to seven years per time limit and registration requirements.

It is important that you meet with a graduate advisor or student support services to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN) - Family NP (Online)

General

Program Code
MS-PNU-RM-FNP

Program Description
The RN-MS program is for registered nurses who have a non-nursing bachelor's degree. Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The bridge program is comprised of four upper- division nursing courses completed before taking any graduate-level nursing courses. Students then transition into the master's portion of the program which prepares nurse with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children, adult, geriatric, and women's health primary care.

Admission Requirements: Previous bachelor's degree. RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 59-66 Credits for Master of Science portion of program.

Certification: American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Upper-Division Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

The tracks and specialty areas include: nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 57-64 based on choice of track. College policy requires that all graduate programs must be completed within five to seven years per time limit and registration requirements.

It is important that you meet with a graduate advisor or student support services to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN) - Psych/Mental Health NP (Online)

General

Program Code
MS-PNU-RM-MHNP

Program Description
The RN-MS program is for registered nurses who have a non-nursing bachelor's degree. Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The bridge program is comprised of four upper- division nursing courses completed before taking any graduate-level nursing courses. Students then transition into the master's portion of the program which prepares nurses with advancement in nurse theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of patients across the lifespan with a diagnosis or requiring management of psychiatric disorders. Understanding the relationship between pharmacological treatment and symptom management is emphasized.

Admission Requirements: Previous bachelor's degree. RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 59-66 Credits for Master of Science portion of program.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Upper-Division Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice

- NU510 - Community Based Nursing

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

The tracks and specialty areas include: nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 57-64 based on choice of track. College policy requires that all graduate programs must be completed within five to seven years per time limit and registration requirements.

It is important that you meet with a graduate advisor or student support services to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN) - Pediatric NP (Online)

General

Program Code
MS-PNU-RM-PNP

Program Description
The RN-MS program is for registered nurses who have a non-nursing bachelor's degree. Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The bridge program is comprised of four upper- division nursing courses completed before taking any graduate-level nursing courses. Students then transition into the master's portion of the program which prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children and young adults from birth through the age of twenty-one.

Admission Requirements: Previous bachelor's degree. RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 59-66 Credits for Master of Science portion of program.

Certification: Pediatric Nursing Certification Board.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Upper-Division Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

The tracks and specialty areas include: nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 57-64 based on choice of track. College policy requires that all graduate programs must be completed within five to seven years per time limit and registration requirements.

It is important that you meet with a graduate advisor or student support services to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN) - Women's Health NP (Online)

General

Program Code
MS-PNU-RM-WHNP

Program Description
The RN-MS program is for registered nurses who have a non-nursing bachelor's degree. Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The bridge program is comprised of four upper- division nursing courses completed before taking any graduate-level nursing courses. Students then transition into the master's portion of the program which prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of women from adolescence to geriatrics is applied in a variety of health care settings as they related to gynecology, reproduction, and primary care settings.

Admission Requirements: Previous bachelor's degree. RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 59-66 Credits for Master of Science portion of program.

Certification: National Certification Corporation (NCC).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Degree Requirements

Type
Completion Requirement

Upper-Division Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

The tracks and specialty areas include: nurse practitioner (pediatrics, family, psychiatric/mental health, adult/geriatric primary care, adult/geriatric acute care, or women's health). The length of time required to complete the RN-MS Bridge Program depends upon the selection of the full-time or part-time options for study and total number of credits, which varies from 57-64 based on choice of track. College policy requires that all graduate programs must be completed within five to seven years per time limit and registration requirements.

It is important that you meet with a graduate advisor or student support services to develop a personal curriculum plan as the sequencing of courses can impact the time it takes to complete the program.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN - Bridge) - Acute/Ger NP (Online)

General

Program Code
MS-PNU-RMB-AGCNP

Program Description
The RN-MS Bridge program is for the associate degree or diploma registered nurse who wishes to continue their education for professional and personal growth. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The master's portion of the program prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management in the acute care setting for critically ill adult/geriatric patients (adolescents through end of life).

Admission Requirements: RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements.

Credits: 63-66 Credits for Master of Science portion of the program.

Certification: American Nurses Credentialing Center (ANCC).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

General Education Requirements to Upper-Division Nursing Major

Type
Completion Requirement

Additional Comments:
Admission to this program is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis. Completion of General Education prerequisite courses is not required prior to official acceptance into the RN--to-MS Bridge Progression Program. Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-MS Bridge Progression Program. There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, and microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Courses Required for the Undergraduate Core Curriculum and Nursing Major General Education Requirements

Type
Completion Requirement

Additional Comments:
Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) (SP 100 Spanish for Health Professionals recommended)
- Developmental Lifespan (Human Development) (3 credits)
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Microbiology (3 credits)
- Nursing courses validated by transcript (40 Credits)

Subtotal: 84 credits

Degree Requirements

Type
Completion Requirement

RN-MS Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses for Graduate Nursing Curriculum

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:
In addition to these general education requirements, bridge and graduate core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credits varies with specific track and specialty and may vary from 42-49 credits depending on the track/specialty.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN - Bridge) - Adult/Geri NP (Online)

General

Program Code
MS-PNU-RMB-AGNP

Program Description
The RN-MS Bridge program is for the associate degree or diploma registered nurse who wishes to continue their education for professional and personal growth. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The master's portion of the program prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of young adults to geriatrics in primary care.

Admission Requirements: RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements.

Credits: 63-66 Credits for Master of Science portion of program.

Certification: American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

General Education Requirements to Upper-Division Nursing Major

Type
Completion Requirement

Additional Comments:
Admission to this program is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis. Completion of General Education prerequisite courses is not required prior to official acceptance into the RN--to-MS Bridge Progression Program. Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-MS Bridge Progression Program. There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, and microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Courses Required for the Undergraduate Core Curriculum and Nursing Major General Education Requirements

Type
Completion Requirement

Additional Comments:
Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) (SP 100 Spanish for Health Professionals recommended)
- Developmental Lifespan (Human Development) (3 credits)
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Microbiology (3 credits)
- Nursing courses validated by transcript (40 Credits)

Subtotal: 84 credits

Degree Requirements

Type
Completion Requirement

RN-MS Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses for Graduate Nursing Curriculum

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:
In addition to these general education requirements, bridge and graduate core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credits varies with specific track and specialty and may vary from 42-49 credits depending on the track/specialty.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN - Bridge) - Family NP (Online)

General

Program Code
MS-PNU-RMB-FNP

Program Description
The RN-MS Bridge program is for the associate degree or diploma registered nurse who wishes to continue their education for professional and personal growth. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The master's portion of the program prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children, adult, geriatric, and women's health primary care.

Admission Requirements: RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements.

Credits: 63-66 Credits for Master of Science portion of program.

Certification: American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

General Education Requirements to Upper-Division Nursing Major

Type
Completion Requirement

Additional Comments:
Admission to this program is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis. Completion of General Education prerequisite courses is not required prior to official acceptance into the RN--to-MS Bridge Progression Program. Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-MS Bridge Progression Program. There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, and microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Courses Required for the Undergraduate Core Curriculum and Nursing Major General Education Requirements

Type
Completion Requirement

Additional Comments:
Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) (SP 100 Spanish for Health Professionals recommended)
- Developmental Lifespan (Human Development) (3 credits)
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Microbiology (3 credits)
- Nursing courses validated by transcript (40 Credits)

Subtotal: 84 credits

Degree Requirements

Type
Completion Requirement

RN-MS Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses for Graduate Nursing Curriculum

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:
In addition to these general education requirements, bridge and graduate core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credits varies with specific track and specialty and may vary from 42-49 credits depending on the track/specialty.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN - Bridge) - Psych/MH NP (Online)

General

Program Code
MS-PNU-RMB-MHNP

Program Description
The RN-MS Bridge program is for the associate degree or diploma registered nurse who wishes to continue their education for professional and personal growth. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The master's portion of the program prepares nurse advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of patients across the lifespan with a diagnosis or requiring management of psychiatric disorders. Understanding the relationship between pharmacological treatment and symptom management is emphasized.

Admission Requirements: RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements.

Credits: 63-66 Credits for Master of Science portion of program.

Certification: American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

General Education Requirements to Upper-Division Nursing Major

Type
Completion Requirement

Additional Comments:
Admission to this program is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis. Completion of General Education prerequisite courses is not required prior to official acceptance into the RN--to-MS Bridge Progression Program. Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-MS Bridge Progression Program. There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, and

microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Courses Required for the Undergraduate Core Curriculum and Nursing Major General Education Requirements

Type
Completion Requirement

Additional Comments:
Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) (SP 100 Spanish for Health Professionals recommended)
- Developmental Lifespan (Human Development) (3 credits)
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Microbiology (3 credits)
- Nursing courses validated by transcript (40 Credits)

Subtotal: 84 credits

Degree Requirements

Type
Completion Requirement

RN-MS Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice

- NU510 - Community Based Nursing

Core Courses for Graduate Nursing Curriculum

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

In addition to these general education requirements, bridge and graduate core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credits varies with specific track and specialty and may vary from 42-49 credits depending on the track/specialty.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN - Bridge) - Pediatric NP (online)

General

Program Code
MS-PNU-RMB-PNP

Program Description
The RN-MS Bridge program is for the associate degree or diploma registered nurse who wishes to continue their education for professional and personal growth. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The master's portion of the program prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of children and young adults from birth through the age of twenty-one.

Admission Requirements: RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements.

Credits: 63-66 Credits for Master of Science portion of program.

Certification: Pediatric Nursing Certification Board.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

General Education Requirements to Upper-Division Nursing Major

Type
Completion Requirement

Additional Comments:
Admission to this program is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis. Completion of General Education prerequisite courses is not required prior to official acceptance into the RN--to-MS Bridge Progression Program. Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-MS Bridge Progression Program. There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, and microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Courses Required for the Undergraduate Core Curriculum and Nursing Major General Education Requirements

Type
Completion Requirement

Additional Comments:
Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) (SP 100 Spanish for Health Professionals recommended)
- Developmental Lifespan (Human Development) (3 credits)
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Microbiology (3 credits)
- Nursing courses validated by transcript (40 Credits)

Subtotal: 84 credits

Degree Requirements

Type
Completion Requirement

RN-MS Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses for Graduate Nursing Curriculum

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:
In addition to these general education requirements, bridge and graduate core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credits varies with specific track and specialty and may vary from 42-49 credits depending on the track/specialty.

Months to Complete
36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing (RN to MSN-Bridge) - Women's Hlth NP (Online)

General

Program Code
MS-PNU-RMB-WHNP

Program Description
The RN-MS Bridge program is for the associate degree or diploma registered nurse who wishes to continue their education for professional and personal growth. Nurses in this program do not earn another bachelor's degree but directly articulate into the master's program. The master's portion of the program prepares nurses with advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of women from adolescence to geriatrics. It is applied in a variety of health care settings as they related to gynecology, reproduction, and primary care settings.

Admission Requirements: RN Licensure.

Modality: Online campus, primarily asynchronous with limited live sessions for five specializations, 800 clinical hours based on specialization requirements.

Credits: 63-66 Credits for Master of Science portion of program.

Certification: National Certification Corporation (NCC).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

General Education Requirements to Upper-Division Nursing Major

Type
Completion Requirement

Additional Comments:
Admission to this program is limited to registered nurses who have current licenses in nursing and who qualify for admission to Regis. Completion of General Education prerequisite courses is not required prior to official acceptance into the RN--to-MS Bridge Progression Program. Credit for prerequisite courses may be accepted in transfer from accredited institutions, through CLEP, through courses taken at Regis, and through departmental challenge examinations in selected courses. Students may enroll in prerequisite courses prior to official acceptance into the RN-to-MS Bridge Progression Program. There is no time limit on science courses if the applicant is a practicing nurse. Sciences include: two semesters of anatomy and physiology, and microbiology. Those who have not been in practice for five years prior to admission must repeat the prerequisite science courses or enroll in review courses at Regis College, which are available in anatomy and physiology, microbiology, and chemistry.

Courses Required for the Undergraduate Core Curriculum and Nursing Major General Education Requirements

Type
Completion Requirement

Additional Comments:
Students earning their first baccalaureate degree must take all required core curriculum courses and the sciences for the nursing major. These courses include the following:

- English Composition I and II (6 credits)
- Social Science (3 credits)
- Sociology (3 credits)
- Ethics (3 credits)
- Religious Studies course (3 credits)
- Philosophy course (3 credits)
- History or Literature course (3 credits)
- Expressive Arts course (3 credits) (SP 100 Spanish for Health Professionals recommended)
- Developmental Lifespan (Human Development) (3 credits)
- Statistics (3 credits)
- Anatomy and Physiology I and II (8 credits)
- Microbiology (3 credits)
- Nursing courses validated by transcript (40 Credits)

Subtotal: 84 credits

(No Requirement Levels)

Degree Requirements

Type
Completion Requirement

RN-MS Nursing Courses

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
- NU403 - Evidence for Clinical Pract.
- NU404 - Concept&Challenges for Prof.Practice
- NU510 - Community Based Nursing

Core Courses for Graduate Nursing Curriculum

Complete ALL of the following Courses:

- NU601 - Nursing Theory
- NU605 - Concepts Nurs Leadership
- NU631 - Scientific Inq.Evidence Based
- HP609 - Hlth Policy, Polit, Perspective

Additional Comments:

In addition to these general education requirements, bridge and graduate core courses, students take courses specific to their track and specialty area. For these courses and credits, please review the material relevant to your specific track and specialty area. Total number of credits varies with specific track and specialty and may vary from 42-49 credits depending on the track/specialty.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.

PLO 2: Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.

PLO 4: Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

PLO 6: Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

PLO 7: Maximize responsibility for continued learning and professional development.

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.

PLO 9: Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

MS in Nursing - Women's Health NP (Online)

General

Program Code
MS-PNU-WHNP

Program Description
The Master of Science in Nursing with the Women's Health Nurse Practitioner Specialization offers the baccalaureate-educated registered nurse advancement in nursing theory, leadership, research, clinical pharmacology, pathophysiology, health assessment, and the clinical management of women from adolescence to geriatrics is applied in a variety of health care settings as they relate to gynecology, reproduction, and primary care settings.

Admission Requirements: Bachelor of Science in Nursing and RN licensure.

Modality: Online campus, primarily asynchronous with limited live sessions, 800 clinical hours based on specialization requirements.

Credits: 48 Credits.

Certification: National Certification Corporation (NCC).

Location
Online Program

Degree Requirements

Requirements
Must have Bachelor of Science in Nursing and an active RN License.

Months to Complete
28

Learning Outcomes

Learning Outcomes

PLO 1: Synthesize nursing and related theories as they apply to nursing leadership or advanced practice to promote adaptation and achieve culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society

PLO 2: Integrate research, adaptation and related theories, systems knowledge, and critical thinking skills in nursing administration or advanced practice in all settings

PLO 3: Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation

PLO 4: Synthesize knowledge gained through competencies in technology and information literacy, research utilization, and evidence-based practice to advance the nursing profession

PLO 5: Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or an advanced practice nurse to advance the rights of individuals, families, groups, the community, and society

PLO 6: Synthesize the leadership and management roles of the nurse leader or advanced practice nurse in meeting health needs and nursing goals in all settings

PLO 7: Maximize responsibility for continued learning and professional development

PLO 8: Evaluate the dynamic forces and issues within the health care delivery system to initiate change in the practice setting that affects the quality of nursing and health care in a practice setting

PLO 9: Evaluate the influence of an effective nurse leader or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system

MS in Speech Language Pathology

General

Program Code
MS-SLP

Program Description
The Master of Science (M.S.) education program in Speech-Language Pathology (residential) at Regis College is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 1.800.498.2071 or 1.301.296.5700. Candidacy is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Speech-Language Pathologists (SLPs) work with clients of all ages and backgrounds to prevent, evaluate, and provide effective treatment for individuals with speech, language, communication and swallowing disorders. SLPs work within a wide array of settings including hospitals and clinics, nursing homes, private practices, and schools. The mission of the Master of Science in Speech-Language Pathology (SLP) at Regis College is to prepare culturally competent professionals to enter the field of speech-language pathology with the skills necessary to assess and to treat a diverse population of individuals, to integrate scholarship and policy into practice, and to serve and to lead in the community.

The entry-level Master of Science in SLP at Regis College builds on a baccalaureate foundation in the humanities, as well as physical, biological and social sciences. It is designed for individuals who wish to enter the profession of SLP who have an undergraduate degree in another area of study. However, prerequisite coursework is required including biology, physical sciences, social sciences, and statistics. Courses in communication sciences are also required including, audiology, phonetics, language development, anatomy and physiology for speech and hearing, and speech science.

Through a functional, hands-on approach, students will learn to evaluate, integrate and apply the principles of speech-language pathology. As they progress through the program, they will gain intellectual and practical skills that will enable them to critically analyze individual needs, problem-solve, create appropriate interventions, and communicate effectively with clients, families, and other professionals.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Admissions

Applicants for admission must achieve the following:

- Completion of an undergraduate degree from an accredited university with a minimum GPA of 3.0

- Completion of prerequisite courses from an accredited university with a grade of B- or higher.
- Students must complete prerequisite courses at Regis or another university prior to admission into the M.S. program. Students may receive conditional acceptance into the program if they are missing up to two prerequisites. However, these courses must be taken as an overload during the first semester of study.

Degree Prerequisites

Type

Prerequisite

Prerequisite Courses

Complete ALL of the following Courses:

- CSD200 - Intro.Speech Lang. Pathology
- CSD210 - Phonetics
- CSD300 - Speech Sci:A&P Speech Mechanism
- CSD310 - Language Development
- CSD400 - Hearing Science
- CSD401 - Introduction to Audiology

Non-CSD prerequisites include biology, physical science, social science, and statistics.

Degree Requirements

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- SLP600 - Evaluation & Clinical Writing
- SLP605 - Speech-Lang. Pathology in Schools
- SLP610 - Child Language Disorders
- SLP615 - Aphasia
- SLP620 - Speech Sound Disorders
- SLP630 - Motor Speech Disorders
- SLP635 - Research Methods in SLP
- SLP640 - Cognitive Comm. Disorders
- SLP645 - Voice Disorders
- SLP652 - Counseling Principles and Methods in Speech-Language Pathology
- SLP655 - Augmentative& Alternative Communication
- SLP660 - Dysphagia
- SLP665 - Professional Issues

- SLP670 - Autism for Speech-Language Pathologists
- SLP680 - Internship
- SLP690 - Capstone
- SLP681 - Externship I
  AND SLP682 - Externship II
  AND SLP683 - Externship III
  AND SLP684 - Externship IV

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1: Students will demonstrate knowledge of anatomical and physiological aspects of typical and atypical speech, language, hearing, cognition and swallowing processes, and genetic and pathophysiological processes affecting these functions

PLO 2: Students will demonstrate clinical skills to screen, assess, diagnose and provide appropriate interventions for individuals with communication and/or swallowing disorders across a diverse population, as well as develop programs to prevent loss of communication functions

PLO 3: Students will critically evaluate research, integrate theory, and apply evidence- based practice and clinical reasoning skills in order to problem solve within practical and clinical settings

PLO 4: Students will demonstrate a professional code of conduct within the field of speech language pathology and audiology that is commensurate with the standards of the profession, including integrity, accountability, ethical conduct, communication, cultural competency, and patient care

PLO 5: Students will demonstrate knowledge of interprofessionalism in healthcare, and be able to collaborate with other health professionals to provide quality, comprehensive services to individuals with diverse needs and backgrounds

Master of Social Work (Online)

General

Program Code
MSW-PSW

Program Description
The Master of Social Work (MSW) program prepares graduates to engage in critical thinking and reflection as they become skilled clinical social work practitioners and leaders who work for a more just and humane society. Students are sensitive to the diversity of cultures, oppression, and all forms of social injustice leading to the development of professional values that are consistent with the purpose and values of the profession of social work.

The MSW program is grounded in the person-in-environment framework, which encourages students to recognize client systems as a part of a larger whole and to advocate for those who are vulnerable and marginalized, including those living in poverty. Students develop knowledge and skills that promote human and community well-being as well as respect for human diversity. The MSW program strives to educate students for the profession to be skilled leaders who seek to advance social change and economic justice both locally and globally through direct clinical social work practice.

Through the program of study including hands-on field education in various social service settings, students develop the clinical skills needed to meet the increasing demand for social work services in schools, hospitals, mental health centers, addiction programs, shelters, community centers, child welfare agencies, youth and family service agencies, and many other social service settings. The MSW program specialization is Clinical Social Work Practice.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Admission Requirements

1. Bachelor's degree from a college or university accredited by a recognized regional accrediting association [includes degrees recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors]. NOTE: Students may apply to the MSW program in their senior year of undergraduate studies, prior to graduating);
2. Submission of official transcripts from each attended undergraduate and/or graduate college or university, demonstrating a cumulative grade point average of 3.0 or above (on a 4.0 scale);
3. Statement of Purpose (2-4 pages) guidelines available from program;

4. Resume that includes educational, work, and volunteer history; two current letters of reference from individuals who are able to address the applicant's personal, professional, and academic capabilities. It is strongly recommended that if an internship was part of the applicant's undergraduate degree program, a recommendation from the internship supervisor be included as a letter of reference (Note: family and friends are not acceptable references).

Degree Requirements (60 credits)

The MSW degree requires 60 credits and is a part-time, online program. Students attend courses online year-round in fall, spring, and summer semesters. Students in the "traditional" (non-BSW undergraduate degree) track complete the MSW in 32 months; while students with "advanced standing" (BSW undergraduate degree from CSWE-accredited program) complete the MSW in as few as 16 months.

The Master of Social Work program provides students with a robust learning environment that blends convenience with connectivity. Most coursework is completed asynchronously. Field education (internship) provides students with an opportunity to practice social work skills under the guidance and mentorship of experienced social workers, and these practical experiences allow for program and field instructors to assess students' readiness and development as a professional clinically trained social work practitioner. Field education requires students to attend a limited number of synchronous course sessions via video conference. There are no residency requirements for the online MSW program.

Curriculum Plan

Type

Completion Requirement

Generalist Courses

Complete ALL of the following Courses:

- SW600 - SW Practice with Communities & Org.
- SW602 - HBSE I
- SW604 - Exploring Intersections of Power, Privilege, & Identity
- SW606 - Social Welfare Policy
- SW608 - HBSE II
- SW610 - SW Practice with Individuals
- SW612 - Field Ed.Internship & Sem I
- SW614 - Research I:Ways of Knowing
- SW616 - SW Practice:Families & Groups
- SW618 - Field Ed.Internship & Sem II

Specialization Courses

Complete ALL of the following Courses:

- SW620 - Adv.Clin.Prac. with Indiv.
- SW624 - Clinical Practice: Evaluation

- SW626 - Clin.Assessment & Diagnosis
- SW632 - Field Education Internship & Seminar III
- SW634 - Adv.Clinical Prac. With Groups
- SW636 - Clin.Prac:Policies & Administration
- SW638 - Field Ed.Intern&Seminar IV
- SW642 - Adv.Clin.Practice w/ Families

Specialization Electives

Complete at least 2 of the following courses:

- SW644 - Trauma Child & Adolescents
- SW646 - Trauma in Adults
- SW648 - Clin.Approach Substance AbuseTreatment
- SW650 - Special Topics: Clinical SW Practice

Students may select elective in another Regis College graduate online program with faculty advisor approval.

Months to Complete

36

Learning Outcomes

Learning Outcomes

PLO 1: Demonstrate ethical and professional behavior

PLO 2: Engage diversity and difference in practice

PLO 3: Advance human rights and social, economic, and environmental justice

PLO 4: Engage in practice-informed research and research-informed practice

PLO 5: Engage in policy practice

PLO 6: Engage with individuals, families, groups, organizations, and communities

PLO 7: Assess individuals, families, groups, organizations, and communities

PLO 8: Intervene with individuals, families, groups, organizations, and communities

PLO 9: Evaluate practice with individuals, families, groups, organizations, and communities

Post Doctoral Certificate in Nursing - Family NP

General

Program Code
PD-NU-FNP

Program Description
A Post Doctoral in Family will provide the skills and knowledge to work with every age in a family practice environment.

Admission Requirements: Doctor of Nursing Practice. Entry points for both RNs who seek NP status and NPs who seek an additional specialty.

Modality: Weston campus, hybrid or Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN and DNP degrees.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I

OR NU664D - Primary Care Adult Woman I
OR NU664E - Adult-Gerontology Primary Care I

- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Family and Pediatric NP's also take a 3-credit Graduate Elective.

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2:

Objective
Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3:

Objective
Develop systems supportive of effective communication at the organizational and interdisciplinary level.

PLO 4:

Objective
◈ Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

PLO 5:

Objective
◈ Evaluate ethical, legal, and professional standards of practice.

PLO 6:

Objective
◈ Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

PLO 7:

Objective
◈ Create an environment that maximizes continued learning and development for professional practice.

PLO 8:

Objective
◈ Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

PLO 9:

Objective
◈ Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Post Doctoral Certificate in Nursing - Psych/Mental Hlth NP

General

Program Code
PD-NU-MHNP

Program Description
A Post Doctoral in Psychiatric Mental Health will provide the skills to care for mental health clients across the lifespan using contemporary psychotherapy modalities and knowledge of psychopharmacology.

Admission Requirements: Doctor of Nursing Practice. Entry points for both RNs who seek NP status and NPs who seek an additional specialty.

Modality: Weston campus, hybrid or Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 25-41 credits. Credits requirements will vary depending on transfer of courses from previous MSN and DNP degrees.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU643 - Adv.Psychopharmacology
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I

OR NU664C - Family Psychiatric Mental Health I
OR NU664D - Primary Care Adult Woman I
OR NU664E - Adult-Gerontology Primary Care I

- NU646 - Theo.& Prac. of Contemp.Psychotherapies
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete
24

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2:

Objective
Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3:

Objective
Develop systems supportive of effective communication at the organizational and interdisciplinary level.

PLO 4:

Objective
◈ Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

PLO 5:

Objective
◈ Evaluate ethical, legal, and professional standards of practice.

PLO 6:

Objective
◈ Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

PLO 7:

Objective
◈ Create an environment that maximizes continued learning and development for professional practice.

PLO 8:

Objective
◈ Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

PLO 9:

Objective
◈ Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Post Doctoral Certificate in Nursing - Acte/Ger NP (Online)

General

Program Code
PD-PNU-AGCNP

Program Description
A Post Doctoral in Adult Geriatric Acute Care with the skills to diagnose and treat critical medical conditions in adults in an acute, inpatient care setting. Learn advanced diagnostics, pathophysiology, and more.

Admission Requirements: Doctor of Nursing Practice. Entry points for both RNs who seek NP status and NPs who seek an additional specialty. 1 year critical care experience as an RN.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN and DNP degrees.

Certification: American Nurses Credentialing Center (ANCC).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I

OR NU664E - Adult-Gerontology Primary Care I
- HP626 - Soc.Pol.Econ.Perpec in Geront
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete
20

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
◈ Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2:

Objective
◈ Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3:

Objective
◈ Develop systems supportive of effective communication at the organizational and interdisciplinary level.

PLO 4:

Objective
◈ Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

PLO 5:

Objective

◈ Evaluate ethical, legal, and professional standards of practice.

PLO 6:

Objective

◈ Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

PLO 7:

Objective

◈ Create an environment that maximizes continued learning and development for professional practice.

PLO 8:

Objective

◈ Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

PLO 9:

Objective

◈ Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Post Doctoral Certificate in Nursing - Adult/Ger NP(Online)

General

Program Code
PD-PNU-AGNP

Program Description
A Post Doctoral in Adult Gerontology Primary Care will provide the skills to consult, diagnose, and treat adult and older adult populations, with a focus on disease prevention, wellness, episodic care, and chronic disease management.

Admission Requirements: Doctor of Nursing Practice. Entry points for both RNs who seek NP status and NPs who seek an additional specialty.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN and DNP degrees.

Certification: American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP).

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I

OR NU664C - Family Psychiatric Mental Health I
OR NU664D - Primary Care Adult Woman I
OR NU664E - Adult-Gerontology Primary Care I

- HP626 - Soc.Pol.Econ.Perpec in Geront
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete
20

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2:

Objective
Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3:

Objective
Develop systems supportive of effective communication at the organizational and interdisciplinary level.

PLO 4:

Objective
◈ Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

PLO 5:

Objective
◈ Evaluate ethical, legal, and professional standards of practice.

PLO 6:

Objective
◈ Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

PLO 7:

Objective
◈ Create an environment that maximizes continued learning and development for professional practice.

PLO 8:

Objective
◈ Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

PLO 9:

Objective
◈ Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Post Doctoral Certificate in Nursing - Pediatrc NP (Online)

General

Program Code
PD-PNU-PNP

Program Description
A Post Doctoral in Pediatrics will provide the skills and knowledge to work on a variety of health needs and issues in an outpatient, primary care pediatric setting.

Admission Requirements: Doctor of Nursing Practice. Entry points for both RNs who seek NP status and NPs who seek an additional specialty.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN and DNP degrees.

Certification: Pediatric Nursing Certification Board.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I

OR NU664E - Adult-Gerontology Primary Care I
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Family and Pediatric NP's also take a 3-credit Graduate Elective.

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete
20

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
◈ Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2:

Objective
◈ Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3:

Objective
◈ Develop systems supportive of effective communication at the organizational and interdisciplinary level.

PLO 4:

Objective
◈ Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

PLO 5:

Objective

◈ Evaluate ethical, legal, and professional standards of practice.

PLO 6:

Objective

◈ Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

PLO 7:

Objective

◈ Create an environment that maximizes continued learning and development for professional practice.

PLO 8:

Objective

◈ Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

PLO 9:

Objective

◈ Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Post Doctoral Certificate in Nursing - Women's NP (Online)

General

Program Code
PD-PNU-WHNP

Program Description
A Post Doctoral in Women's Health will provide the skills to care for women at all life stages, including primary care, gynecological, and obstetrical health care needs.

Admission Requirements: Doctor of Nursing Practice. Entry points for both RNs who seek NP status and NPs who seek an additional specialty.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN and DNP degrees.

Certification: National Certification Corporation (NCC)

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I

OR NU664E - Adult-Gerontology Primary Care I
- NU661 - PrimaryCare ChildbearingWoman
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete
20

Learning Outcomes

Learning Outcomes

PLO 1:

Objective
Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

PLO 2:

Objective
Synthesize evidence from research and theory to enhance delivery of quality health care.

PLO 3:

Objective
Develop systems supportive of effective communication at the organizational and interdisciplinary level.

PLO 4:

Objective
Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

PLO 5:

Objective

◈ Evaluate ethical, legal, and professional standards of practice.

PLO 6:

Objective

◈ Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

PLO 7:

Objective

◈ Create an environment that maximizes continued learning and development for professional practice.

PLO 8:

Objective

◈ Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

PLO 9:

Objective

◈ Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Post Masters Certificate in Higher Education Leadership

General

Program Code
PM-CTEL

Program Description
The Regis post-master's graduate certificate program in higher education leadership is a four-course certificate designed for master's or doctorally prepared university or college administrators, who are looking to expand, broaden, and renew their understanding and expertise in higher education. Students in the post-master's certificate in higher education leadership program engage in analysis of higher education issues, trends, and organizational structures in order to improve their leadership capabilities and effectiveness in higher education administration.

The program is directly aimed at working professionals in education and other leadership venues serving in capacities that focus on:

- Academic or organizational administration;
- Teaching and learning; and
- Higher education generally, including areas such as policy and advocacy.

Students enrolled in the certificate include:

- Individuals who have decided not to engage in a full doctoral degree at this time,
- Individuals/professionals who are in the process of applying to a doctoral program,
- and doctorally prepared administrators seeking additional expertise in a new area of higher education administration.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Students are required to complete the following four courses:

Complete ALL of the following Courses:

- ED801 - Inclusive Leadership
- ED805 - Higher Ed: Past, Pres & Future Contexts
- ED829 - Problem Solve & Change Mgmt.
- ED830 - Lifelong Learni & Organizational Success

Months to Complete

12

Post Masters Certificate in Nursing - Psych/Mental Hlth NP

General

Program Code
PM-NU-MHNP

Program Description
A Post Master's in Psychiatric Mental Health will provide the skills to care for mental health clients across the lifespan using contemporary psychotherapy modalities and knowledge of psychopharmacology.

Admission Requirements: Master of Science in Nursing. Entry points for NPs who seek an additional specialty or those who hold and MSN in education or leadership.

Modality: Weston campus, hybrid or Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 24-41 credits. Credits requirements will vary depending on transfer of courses from previous MSN degree.

Location
Weston Campus

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU643 - Adv.Psychopharmacology
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I

OR NU664E - Adult-Gerontology Primary Care I
- NU646 - Theo.& Prac. of Contemp.Psychotherapies
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete

24

Post Masters Certificate in Nursing - Acute/Geri NP(Online)

General

Program Code
PM-PNU-AGCNP

Program Description
A Post Master's in Adult Geriatric Acute Care with the skills to diagnose and treat critical medical conditions in adults in an acute, inpatient care setting. Learn advanced diagnostics, pathophysiology, and more.

Admission Requirements: Master of Science in Nursing. Entry points for NPs who seek an additional specialty or those who hold and MSN in education or leadership. 1 year of critical care RN experience required.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN degree.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I
  OR NU664E - Adult-Gerontology Primary Care I

- HP626 - Soc.Pol.Econ.Perpec in Geront
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete

20

Post Masters Certificate in Nursing - Adult/Geri NP(online)

General

Program Code
PM-PNU-AGNP

Program Description
A Post Master's in Adult Gerontology Primary Care will provide the skills to consult, diagnose, and treat adult and older adult populations, with a focus on disease prevention, wellness, episodic care and chronic disease management.

Admission Requirements: Master of Science in Nursing. Entry points for NPs who seek an additional specialty or those who hold and MSN in education or leadership.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN degree.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I

OR NU664E - Adult-Gerontology Primary Care I
- HP626 - Soc.Pol.Econ.Perpec in Geront
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete

20

Post Masters Certificate in Nursing - Family NP (Online)

General

Program Code
PM-PNU-FNP

Program Description
A Post Master's in Family will provide the skills and knowledge to work with every age in a family practice environment.

Admission Requirements: Master of Science in Nursing. Entry points for NPs who seek an additional specialty or those who hold and MSN in education or leadership.

Modality: Weston campus, hybrid or Online campus, primarily asynchronous with limited live sessions, didactic with clinical practice hours.

Credits: 19-37 credits. Credits requirements will vary depending on transfer of courses from previous MSN degree.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I
  OR NU664E - Adult-Gerontology Primary Care I

- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Family and Pediatric NP's also take a 3-credit Graduate Elective.

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete

20

Post Masters Certificate in Nursing - Pediatric Np (online)

General

Program Code
PM-PNU-PNP

Program Description
A Post Master's in Pediatrics will provide the skills and knowledge to work on a variety of health needs and issues in an outpatient, primary care pediatric setting.

Admission Requirements: Master of Science in Nursing. Entry points for NPs who seek an additional specialty or those who hold and MSN in education or leadership.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN degree.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I
  OR NU664E - Adult-Gerontology Primary Care I

- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Family and Pediatric NP's also take a 3-credit Graduate Elective.

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete

20

Post Masters Certificate in Nursing - Women's NP (Online)

General

Program Code
PM-PNU-WHNP

Program Description
A Post Master's in Women's Health will provide the skills to care for women at all life stages, including primary care, gynecological, and obstetrical health care needs.

Admission Requirements: Master of Science in Nursing. Entry points for NPs who seek an additional specialty or those who hold and MSN in education or leadership.

Modality: Online campus, primarily asynchronous with limited live sessions, didactic with 800 clinical practice hours.

Credits: 21-39 credits. Credits requirements will vary depending on transfer of courses from previous MSN degree.

Location
Online Program

Degree Requirements

Simple Requisites

Degree Requirements

Certificate Requirements

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- NU629 - AdvHlth.Promotion&DiseasePrev
- NU606 - Adv Pathophysiology
- NU605 - Concepts Nurs Leadership
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing
- NU664A - Primary Care of Child I
  OR NU664B - Primary Care of Family I
  OR NU664C - Family Psychiatric Mental Health I
  OR NU664D - Primary Care Adult Woman I
  OR NU664E - Adult-Gerontology Primary Care I

- NU661 - PrimaryCare ChildbearingWoman
- NU665A - Primary Care of Child II
  OR NU665B - Primary Care of Family II
  OR NU665C - Family Psychiatric Mental Health II
  OR NU665D - Primary Care Adult Woman II
  OR NU665E - Adult Gerontology Primary Care II
- NU668 - Role & Issues/Adv Practice

Note: NU 641 MUST be taken within two semester of entering NU 664.

Note: NU 650 must be taken in the semester prior to primary care.

Months to Complete

20

Professional Master of Business Administration

General

Program Code
PRMBA-MBA

Program Description
The mission of the Professional MBA is to provide a rigorous, practically focused, and ethically defined management education to professionals in private, public, and nonprofit organizations to enable graduates to lead effectively and sustainably. The professional MBA program is available exclusively to students who have been accepted into or are currently enrolled in a Regis graduate program and Regis alumni.

Location
Weston Campus Online

Degree Requirements

Simple Requisites

Degree Requirements

The Professional MBA program will consist of 42 credits, including 9 waivable prerequisite credits, 18 core credits, and 15 specialization credits.

Degree Prerequisites

Type
Prerequisite

Prerequisite Courses

Waivable through prior coursework or CLEP Examination.

Complete ALL of the following Courses:

- EC501 - Economics for Managers
- MT510 - Financial Accounting
- MT624 - Statistics

Degree Requirements

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- MT540 - Financial Statement Analysis
- MT604 - HumBehavior/Organizations
- MT608 - Management Information Systems
- MT612 - Ethical Practices
- MT611 - Leadership Systems/Strategies
- MT621 - Marketing Strategies

Specialization Courses

(15 credits) Students will, in conjunction with the MBA advisor and graduate advisor from the student's original program, design an individualized specialization, tailored to the student's academic and professional interests, that draws upon Regis graduate coursework from any discipline.

Months to Complete

24

Learning Outcomes

Learning Outcomes

PLO 1: Apply understanding of the core areas of businessaccounting, management, marketing, economics, and financeto their chosen profession

PLO 2: Evaluate an organizations internal and external environment in order to develop strategies to take advantage of opportunities and limit risk.

PLO 3: Develop and utilize consistent and principled standards for ethical conduct for individual and organizational conduct

PLO 4: Articulate an approach to management and leadership that enhances morale, productivity, and retention

PLO 5: Evaluate the suitability of various strategic initiatives for the long-term sustainability of the organization

All Courses

ABA521 - AutismSpecDiso&RelatedDisabilities

Overview

Subject code
ABA

Course Number
521

Course Long Title
AutismSpecDiso&RelatedDisabilities

Credits
3

Course Description
This course is designed to provide an overview of autism spectrum disorders (ASD) and related disabilities and examines empirical literature regarding treatments in both home and community. Students learn about the prevalence of ASD and related disabilities as well as diagnosis, assessment, and empirically-validated treatments. Students are taught to identify skill deficits and behavioral challenges often exhibited by individuals diagnosed with ASD and related disabilities and understand the difficulties when programming treatments in the community and home. The course also presents non-empirically validated treatments as well as the ethical implications associated with selecting treatments for individuals diagnosed with ASD or related disabilities. Pre-req In ABA program or by director permission

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Critically evaluate the prevalence and etiology of ASDs and related disabilities

2 Compare and contrast skill assessments for individuals diagnosed with ASDs and related disabilities

3 Compare and contrast ethical and effective treatment models for individuals diagnosed with ASDs and related disabilities with ineffective treatment models

4 Illustrate the role that siblings, family members, and the community play in the treatment for ASDs and related disabilities by formulating issues related to the lifespan of an individual diagnosed with an ASD or related disability

5 Describe how culture impacts treatment of children diagnosed with ASD and related disabilities

ABA523 - Child Behavior Management

Overview

Subject code
ABA

Course Number
523

Course Long Title
Child Behavior Management

Credits
3

Course Description
This course is designed to provide students with an understanding of and competencies with evidence-based practices for promoting desirable behavior in young children. This course presents interventions for common behavioral challenges associated with young children including aggression, tantrums, self-injury, noncompliance, toileting, sleep problems, avoiding community dangers (e.g., guns, abduction), and communication deficits. Students are introduced to the assessment of challenging behavior and methods to prevent problem behavior with young children. Emphasis is placed on challenging behavior in the school, home, and community.Pre-req In ABA program or by director permission

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

ABA601 - Concepts and Principles I

Overview

Subject code
ABA

Course Number
601

Course Long Title
Concepts and Principles I

Credits
3

Course Description
This course is the first course in a series of two courses (ABA 601 and ABA 602) and is designed to introduce students to applied behavior analysis (ABA). In this course, students will be given an overview of the assumptions, characteristics, and goals of applied behavior analysis. Students will learn the basic concepts and principles of behavior analysis as related to behaviors of social importance; therefore, the primary readings, lectures, and assignments of this course will focus on the applied literature in behavior analysis. Students begin to learn how to apply behavior-analytic procedures to change behavior and improve conditions for individuals in need and learn to articulate the science of learning and behavior in both scientific and layman terms.

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Convey the causes of behavior and the concepts and principles of behavior analysis in both scientific and laymen terms

2 Engage in reviews of the applied research literature

3 Differentiate between important concepts and principles of behavior analysis while constructing applied examples of the concepts and principles

4 Develop ethical and empirically validated teaching plans incorporating the concepts and principles of behavior analysis (reinforcement, punishment, behavioral contrast, etc)

5 Critically evaluate and then present research in applied behavior analysis to peers and professionals in the field

ABA602 - Concepts and Principles II

Overview

Subject code
ABA

Course Number
602

Course Long Title
Concepts and Principles II

Credits
2

Course Description
In Concepts and Principles I, students explored the basic concepts and principles as related to behaviors of social significance. In Concepts and Principles II, students examine the basic literature to learn the origin of the concepts and principles of behavior analysis and hence develop a more thorough understanding of the fundamental building blocks of behavior analysis. Students primarily review basic experimental studies, but are required to apply the concepts and principles examined in the basic literature to applied problems. Pre-req ABA 601

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Convey orally and textually the concepts and principles of behavior in both scientific and laymen terms

2 Engage in literature reviews of basic research related to the concepts and principles of behavior analysis

3 Bridge the basic research to problems of social significance by constructing basic and applied scenarios of behavior analytic procedures

4 Develop ethical and empirically-validated applied plans based on the basic research on discrimination training, stimulus equivalence, and matching to sample

5 Create a variety of examples of the four-term behavioral contingencies involving positive reinforcement, negative reinforcement, positive punishment, negative punishment, and extinction while planning for potential side effects

ABA604 - Treatment Evaluation

Overview

Subject code
ABA

Course Number
604

Course Long Title
Treatment Evaluation

Credits
3

Course Description
In this course, students are introduced to the methods needed to evaluate the effectiveness of a variety of interventions. Students learn to develop reliable procedures for measuring behavior using both continuous and discontinuous measurement systems, effective methods to display data, and develop skills to analyze the visual representation of behavior change in a variety of graphic displays. This course places a particular emphasis on the use of single-subject designs, which include the reversal, alternating treatment/multi-element, multiple baseline, changing criterion, and concurrent chains arrangement. By the end of this course, students will be able to select an appropriate measurement system, calculate reliability measures, identify the most appropriate experimental design(s), and determine whether functional control was achieved. Pre-req ABA 601

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop practical and effective measurement procedures using the measurable dimensions of operationally defined behavior

2 Conduct a variety of measurement procedures including both continuous and discontinuous procedures

3 Calculate reliability of measurements using the various interobserver agreement calculations

4 Design numerous experimental designs to experimentally evaluate the effectiveness of empirically-validated interventions

5 Synthesize a variety of single-subject designs to evaluate the effectiveness of a variety of empirically-validated interventions

6 Evaluate the degree to which functional control was demonstrated in a variety of empirical studies and with mock data provided by the instructor

ABA606 - Behavioral Assessment

Overview

Subject code
ABA

Course Number
606

Course Long Title
Behavioral Assessment

Credits
3

Course Description
This course is designed to teach students the major concepts, methods, and ethical issues related to behavioral assessment. Students are taught to select and operationally define target behaviors for change, identify methods to assess behavior using behavioral assessments (e.g., indirect assessments, descriptive assessments, functional analyses, skill assessments), and align assessment outcomes with appropriate strategies that are designed to address areas of weakness while utilizing best practices in the field of applied behavior analysis. Considerations for designing function-based interventions and preparing for undesired side-effects are also discussed. Pre-req ABA 601

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design practical and effective measurement procedures using operationally defined target behaviors given a particular environment

2 Conduct and interpret assessments of problematic behavior

3 Distinguish the conditions of practicing within and outside ones limits in ABA while illustrating the conditions when it is appropriate to either obtain additional supervision or refer a client to another professional

4 Design assessment-based interventions

5 Evaluate the effectiveness of assessment-based interventions

ABA608 - Behavior Intervention

Overview

Subject code
ABA

Course Number
608

Course Long Title
Behavior Intervention

Credits
3

Course Description
This course is designed to prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Students are taught to design evidence-based intervention strategies that reduce inappropriate behaviors and increase an individual's performance both academically and socially. Emphasis is placed on approaches that facilitate maintenance and generalization across settings. Students are also taught to design a comprehensive plan to train and supervise the implementation of behavioral interventions. Pre-req ABA 601

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design comprehensive, ethical, and empirically-validated intervention programs based on assessment results

2 Evaluate the effectiveness of empirically-validated interventions

3 Develop a plan to train caregivers to implement ethical and empirically-validated interventions

4 Develop a plan to supervise and monitor empirically-validated behavior analytic interventions

ABA610 - Ethical Practice in ABA

Overview

Subject code
ABA

Course Number
610

Course Long Title
Ethical Practice in ABA

Credits
3

Course Description
In this course, students are presented with a focused review of the ethical, legal, and professional issues related to the field of applied behavior analysis. Students thoroughly examine the ethical principles adopted by the Behavior Analyst Certification Board® (BACB®) to guide professional practice. Students will critically evaluate ethical scenarios and identify acceptable action given a particular situation.

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop a plan to implementand teach supervisees to implementthe ethical and humane treatment of all individuals

2 Critically examine the behavior analysts ethical responsibility as relevant to clients rights, competence, and reliance on scientific knowledge

3 Critically examine the behavior analysts ethical responsibility towards assessing behavior and individual behavior change programs

4 Critically examine the behavior analysts ethical responsibility as a teacher and/or supervisor

5 Critically examine the behavior analysts ethical responsibility to colleagues, the workplace, the field of behavior analysis, society, and research

ABA612 - Verbal Behavior

Overview

Subject code
ABA

Course Number
612

Course Long Title
Verbal Behavior

Credits
3

Course Description
In this course, students develop a thorough understanding of Skinner's approach to verbal behavior and contrast Skinner's approach with more traditional approaches. The primary readings are from Verbal Behavior written by B. F. Skinner; however, students also critically review commentaries on Skinner's approach and recent research in verbal behavior.

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Orally present the major characteristics of various explanations of verbal behavior and evaluate the explanatory value of each

2 Critically evaluate the differences between Skinners interpretative analysis of verbal behavior and traditional approaches to explaining language

3 Assess the validity of criticisms of Skinners analysis of verbal behavior posed by psycholinguists

4 Analyze the controlling variables for the primary and secondary verbal operants and analyze the content of verbal episodes and categorize response by verbal operant

ABA614 - Radical Behaviorism

Overview

Subject code
ABA

Course Number
614

Course Long Title
Radical Behaviorism

Credits
3

Course Description
Students are taught to differentiate between methodological behaviorism, teleological behaviorism, and radical behaviorism. The primary focus of this course is radical behaviorism and topics include determinism, private events, problem-solving, rulegoverned behavior, and culture and society. Students apply the philosophy of radical behaviorism to a variety of complex and socially important behavior. The readings primarily include Skinner's articles on radical behaviorism, commentaries on Skinner's approach, and Skinner's response to commentaries.

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Evaluate Skinners paper titled Why I am not a cognitive psychologist

2 Evaluate the various types of behaviorism (I e , methodological, radical, etc)

3 Assess the validity of criticisms regarding the various types of behaviorism

4 Differentiate between determinism, private events, problem-solving, rule-governed behavior, and culture and society from the perspective of a radical behaviorist

ABA616 - Training and Supervision

Overview

Subject code
ABA

Course Number
616

Course Long Title
Training and Supervision

Credits
3

Course Description
This course prepares students to be effective supervisors. In this course, students will be given an overview of evidence-based practices for training and supervision. Students will learn how to use behavior analytic supervision methodologies and the potential risks of ineffective supervision. Students will demonstrate how to establish clear performance expectations, select supervision goals, and use performance monitoring, feedback, and reinforcement systems. Students will incorporate function-based strategies to improve personnel performance and effective training procedures for teaching assessment and intervention techniques. Prereq ABA 601

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain behavioral concepts to stakeholders in language appropriate for the intended audience

2 Design and monitor systems for ongoing supervision in accordance with evidence-based best practices

3 Design and implement behavior analytic training strategies in accordance with current research

4 Identify the contingencies governing the behavior of trainees and design interventions accordingly

ABA618 - Global Exp:Culturally Competent Care

Overview

Subject code
ABA

Course Number
618

Course Long Title
Global Exp:Culturally Competent Care

Credits
1

Course Description
This course will allow ABA graduate students the opportunity to practice culturally competent care to children diagnosed with a developmental disability in another country. Through lectures, students will learn the background of care in the visiting country, the ethical considerations when providing care to clients, and issues surrounding behavior analysts in that country. During the week, students (in groups) will practice the skills needed to consult with a target client (i.e., student in a preschool classroom). In conjunction with the Regis faculty, students will identify an area of need, provide on-site training to teachers and staff, and provide a comprehensive end of the week training for all staff and members of the class using behavioral skills training. This is a faculty led short-term travel course with an accompanying seminar. Graduate students will be expected to complete all readings, assignments, and training for staff at our partner sites.Permission by Program Director

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

ABA625 - Thesis I

Overview

Subject code
ABA

Course Number
625

Course Long Title
Thesis I

Credits
1

Course Description
The thesis is typically completed across three semesters and requires students to examine, conduct research, analyze, and share results in the form of a written thesis and presentation. Students work closely with their advisor during individual and group meetings. In the first and second semester of thesis, students will identify their research question, select committee members, conduct a literature review, write the introduction, identify the methodology to scientifically answer their research question, and obtain thesis committee and institutional review board (IRB) approval. In the end of the second semester or beginning of the third semester of thesis, students will carry out their study, finalize the manuscript, and present their findings to their committee members.

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

ABA626 - Thesis II

Overview

Subject code
ABA

Course Number
626

Course Long Title
Thesis II

Credits
1

Course Description
The thesis is typically completed across three semesters and requires students to examine, conduct research, analyze, and share results in the form of a written thesis and presentation. Students work closely with their advisor during individual and group meetings. In the first and second semester of thesis, students will identify their research question, select committee members, conduct a literature review, write the introduction, identify the methodology to scientifically answer their research question, and obtain thesis committee and institutional review board (IRB) approval. In the end of the second semester or beginning of the third semester of thesis, students will carry out their study, finalize the manuscript, and present their findings to their committee members. Prereq ABA 678

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Prepare and critically analyze applied research as relevant to the students thesis

2 Design and implement effective and reliable measurement procedures for a variety of behaviors related to the students research question

3 Develop ethical and empirically-validated teaching plans incorporating the concepts and principles of behavior analysis (reinforcement, punishment, behavioral contrast, etc)

ABA627 - Thesis III

Overview

Subject code
ABA

Course Number
627

Course Long Title
Thesis III

Credits
1

Course Description
The thesis is typically completed across three semesters and requires students to examine, conduct research, analyze, and share results in the form of a written thesis and presentation. Students work closely with their advisor during individual and group meetings. In the first and second semester of thesis, students will identify their research question, select committee members, conduct a literature review, write the introduction, identify the methodology to scientifically answer their research question, and obtain thesis committee and institutional review board (IRB) approval. In the end of the second semester or beginning of the third semester of thesis, students will carry out their study, finalize the manuscript, and present their findings to their committee members. Prereq:ABA 678 , ABA 626

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Critically evaluate the results of the students thesis and relate his or her results to the concepts and principles of behavior analysis

ABA640 - Concepts & Principles I: Intro.

Overview

Subject code
ABA

Course Number
640

Course Long Title
Concepts & Principles I: Intro.

Credits
3

Course Description
This course is the first course in a series of two courses (ABA 640 and ABA 642) and is designed to introduce students to Applied Behavior Analysis (ABA). In this course, students will be given an overview of the assumptions, characteristics, and goals of applied behavior analysis. Students will learn the basic concepts and principles of behavior analysis as related to behaviors of social importance; therefore, the primary readings, lectures, and assignments of this course will focus on the applied literature in behavior analysis. Students begin to learn how to apply behavior-analytic procedures to change behavior and improve conditions for individuals in need and learn to articulate the science of learning and behavior in both scientific and layman terms. Pre-req Admission to online ABA Programs or PD approval

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Convey the causes of behavior and the concepts and principles of behavior analysis in both scientific and laymen terms

2 Engage in reviews of the applied research literature

3 Differentiate between important concepts and principles of behavior analysis while constructing applied examples of the concepts and principles

4 Develop ethical and empirically-validated teaching plans incorporating the concepts and principles of behavior analysis (reinforcement, punishment, behavioral contrast, etc)

5 Critically evaluate and then present research in applied behavior analysis to peers and professionals in the field

ABA642 - Concepts&Prin.II:Experimental

Overview

Subject code
ABA

Course Number
642

Course Long Title
Concepts&Prin.II:Experimental

Credits
3

Course Description
In Concepts and Principles 1, students explored the basic concepts and principles as related to behaviors of social significance. In Concepts and Principles 2, students examine the basic literature to learn the origin of the concepts and principles of behavior analysis and hence develop a more thorough understanding of the fundamental building blocks of behavior analysis. Students primarily review basic experimental studies, but are required to apply the concepts and principles examined in the basic literature to applied problems.Pre-req Passongh grade in ABA 640 and ABA 644.

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Convey orally and textually the concepts and principles of behavior in both scientific and laymen terms

2 Engage in literature reviews of basic research related to the concepts and principles of behavior analysis

3 Bridge the basic research to problems of social significance by constructing basic and applied scenarios of behavior analytic procedures

4 Develop ethical and empirically-validated applied plans based on the basic research on discrimination training, stimulus equivalence, and matching to sample

5 Create a variety of examples of the four-term behavioral contingencies involving positive reinforcement, negative reinforcement, positive punishment, negative punishment, and extinction while planning for potential side effects

ABA644 - Treatment Evaluation

Overview

Subject code
ABA

Course Number
644

Course Long Title
Treatment Evaluation

Credits
3

Course Description
In this course, students are introduced to the methods needed to evaluate the effectiveness of a variety of interventions. Students learn to develop reliable procedures for measuring behavior using both continuous and discontinuous measurement systems, effective methods to display data, and develop skills to analyze the visual representation of behavior change in a variety of graphic displays. This course places a particular emphasis on the use of single-subject designs, which include the reversal, alternating treatment/multi-element, multiple baseline, changing criterion, and concurrent chains arrangement. By the end of this course, students will be able to select an appropriate measurement system, calculate reliability measures, identify the most appropriate experimental design(s), and determine whether functional control was achieved. Pre-req Admission to online ABA programs or PD approval

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop practical and effective measurement procedures using the measurable dimensions of operationally defined behavior

2 Conduct a variety of measurement procedures including both continuous and discontinuous procedures

3 Calculate the reliability of measurements using the various interobserver agreement calculations

4 Design numerous experimental designs to experimentally evaluate the effectiveness of empirically validated interventions

5 Synthesize a variety of single-subject designs to evaluate the effectiveness of a variety of empirically validated interventions

6 Design effective measurement procedures, conduct descriptive assessments and functional analyses, and interpret results with assigned clients

ABA646 - Practicum I

Overview

Subject code
ABA

Course Number
646

Course Long Title
Practicum I

Credits
3

Course Description
ABA 646 is the first course in a three course practicum series. The three course practicum series is designed so that students will obtain all the experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination. Students work in a supervised clinical setting for at least 18 hours per month (max 130 hours), in which the implementation of behavior-analytic principles are evidenced. No more than 50% of the total hours (restrictive activities) can consist of direct implementation of behavioral programs. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.5 hour on-campus group supervision meeting and meet with individually with on-site supervisors a minimum of 4 contacts and 4 observations a month. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB®. Pre req Passong grade in ABA 640 and ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Evaluate the degree to which functional control was demonstrated in a variety of empirical studies and with mock data provided by the instructor

2 Conduct a variety of skills assessments to identify a baseline level of life skills an individual exhibits

3 Design empirically-validated intervention programs based on the assessment results and visually inspect the results using a variety of single-subject designs

4 Train caregivers, including staff and parents, to implement empirically-validated interventions

5 Supervise and monitor behavior analytic interventions

6 Adhere to, and teach the trainees of the student (i e , other behavioral therapists that the student supervises) to adhere to, the ethical and humane treatment of all individuals

ABA648 - Practicum II

Overview

Subject code
ABA

Course Number
648

Course Long Title
Practicum II

Credits
3

Course Description
ABA 648 is the second course in a three course practicum series. The three course practicum series is designed so that students will obtain all the experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination. Students work in a supervised clinical setting for at least 18 hours per month (max 130 hours), in which the implementation of behavior-analytic principles are evidenced. No more than 50% of the total hours (restrictive activities) can consist of direct implementation of behavioral programs. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.5 hour on-campus group supervision meeting and meet with individually with on-site supervisors a minimum of 4 contacts and 4 observations a month. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB®.Pre-req Passing grade in ABA 640,ABA 644 & ABA 646

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Evaluate the degree to which functional control was demonstrated in a variety of empirical studies and with mock data provided by the instructor

2 Conduct a variety of skills assessments to identify a baseline level of life skills an individual exhibits

3 Design empirically-validated intervention programs based on the assessment results and visually inspect the results using a variety of single-subject designs

4 Train caregivers, including staff and parents, to implement empirically-validated interventions

5 Supervise and monitor behavior analytic interventions

6 Adhere to, and teach the trainees of the student (i e , other behavioral therapists that the student supervises) to adhere to, the ethical and humane treatment of all individuals

ABA652 - Behavior Assessment

Overview

Subject code
ABA

Course Number
652

Course Long Title
Behavior Assessment

Credits
3

Course Description
This course is designed to teach students the major concepts, methods, and ethical issues related to behavioral assessment. Students are taught to select and operationally define target behaviors for change, identify methods to assess behavior using behavioral assessments (e.g., indirect assessments, descriptive assessments, functional analyses, skill assessments), and align assessment outcomes with appropriate strategies that are designed to address areas of weakness while utilizing best practices in the field of applied behavior analysis. Considerations for designing function-based interventions and preparing for undesired side-effects are also discussed.Pre-req Passing grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design practical and effective measurement procedures using operationally defined target behaviors given a particular environment

2 Conduct and interpret assessments of problematic behavior

3 Distinguish between the conditions of practicing within and outside one's limits in ABA while illustrating the conditions when it is appropriate to either obtain additional supervision or refer a client to another professional

4 Design assessment-based interventions

5 Evaluate the effectiveness of assessment-based interventions

ABA654 - Behavior Intervention

Overview

Subject code
ABA

Course Number
654

Course Long Title
Behavior Intervention

Credits
3

Course Description
This course is designed to prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Students are taught to design evidence-based intervention strategies that reduce inappropriate behaviors and increase an individual's performance both academically and socially. Emphasis is placed on approaches that facilitate maintenance and generalization across settings. Students are also taught to design a comprehensive plan to train and supervise the implementation of behavioral interventions.Pre-req Passing grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

ABA656 - Ethical Practice in ABA

Overview

Subject code
ABA

Course Number
656

Course Long Title
Ethical Practice in ABA

Credits
3

Course Description
In this course, students are presented with a concentrated review of the ethical, legal, and professional issues related to the field of applied behavior analysis. Students thoroughly examine the ethical principles adopted by the Behavior Analyst Certification Board® (BACB®) to guide professional practice. Students will critically evaluate ethical scenarios and identify acceptable action given a particular situation. Pre-req Passing grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop a plan to implementand teach supervisees to implementthe ethical and humane treatment of all individuals

2 Critically examine the behavior analysts ethical responsibility as relevant to clients rights, competence, and reliance on scientific knowledge

3 Critically examine the behavior analysts ethical responsibility towards assessing behavior and individual behavior change programs

4 Critically examine the behavior analysts ethical responsibility as a teacher and/or supervisor

5 Critically examine the behavior analysts ethical responsibility to colleagues, the workplace, the field of behavior analysis, society, and research

ABA658 - Verbal Behavior

Overview

Subject code
ABA

Course Number
658

Course Long Title
Verbal Behavior

Credits
3

Course Description
In this course, students develop a thorough understanding of Skinner's functional approach to verbal behavior and contrast Skinner's approach with more traditional approaches. Students will review Skinner's seminal text Verbal Behavior, supplemented by additional texts and related conceptual and experimental literature. Students will use Skinner's analysis of verbal behavior to generate real-world examples and to create an original research proposal to answer an applied question.Pre-req Passing grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Differentiate Skinners interpretive analysis of verbal behavior from traditional accounts of language (e g , psycholinguistics)

2 Analyze the controlling variables for the primary and secondary verbal operants categorize responses by verbal operant

2 Analyze the controlling variables for the primary and secondary verbal operants categorize responses by verbal operant

2 Analyze the controlling variables for the primary and secondary verbal operants categorize responses by verbal operant

ABA660 - Radical Behaviorism

Overview

Subject code
ABA

Course Number
660

Course Long Title
Radical Behaviorism

Credits
3

Course Description
Students are taught to differentiate between methodological behaviorism, teleological behaviorism, and radical behaviorism. The primary focus of this course is radical behaviorism and topics include determinism, private events, problem-solving, rule-governed behavior, and culture and society. Students apply the philosophy of radical behaviorism to a variety of complex and socially important behavior. The readings primarily include Skinner's articles on radical behaviorism, commentaries on Skinner's approach, and Skinner's response to commentaries. Pre req Passing Grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Evaluate Skinners paper titled Why I am not a cognitive psychologist

2 Evaluate the differences between methodological behaviorism, teleological behaviorism, and radical behaviorism

3 Distinguish between a molar and molecular account of behavior

4 Assess the validity of criticisms regarding methodological, teleological, and radical behaviorism

5 Differentiate between determinism, private events, problem-solving, rule-governed behavior, and culture and society from the perspective of a radical behaviorist

ABA662 - Training and Supervision

Overview

Subject code
ABA

Course Number
662

Course Long Title
Training and Supervision

Credits
3

Course Description
ABA 662 prepares students to be effective supervisors. In this course, students will be given an overview of evidence-based practices for training and supervision. Students will learn how to use behavior analytic supervision methodologies and the potential risks of ineffective supervision. Students will demonstrate how to establish clear performance expectations, select supervision goals, and use performance monitoring, feedback, and reinforcement systems. Students will incorporate function-based strategies to improve personnel performance and effective training procedures for teaching assessment and intervention techniques.Pre-req Passing grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

2 Design and monitor systems for ongoing supervision in accordance with evidence-based best practices

3 Design and implement behavior analytic training strategies in accordance with current research

4 Identify the contingencies governing the behavior of trainees and design interventions accordingly Update during next revision cycle

ABA663 - Advanced Topics in ABA

Overview

Subject code
ABA

Course Number
663

Course Long Title
Advanced Topics in ABA

Credits
3

Course Description
In this course, students will explore the ways that the principles of behavior can be applied to various behaviors, populations, and settings. Students will go beyond the typical applications in autism and related developmental/ intellectual disorders, and learn about applications of behavior analysis such as pediatric feeding disorders, severe behavior disorders, sleep, early intervention, organizational behavior management, and medical/psychiatric disorders. Additionally, students will discuss how to work effectively within an interdisciplinary team to provide high quality, comprehensive care to clients. Pre req Passing grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Discuss the ways behavior analysis can be applied to a variety of behaviors, settings, and populations

2 Evaluate the effectiveness of empirically-validated, behavior analytic interventions applied to populations beyond autism and related developmental/intellectual disabilities

3 Identify strategies that will facilitate collaborative interdisciplinary teamwork

4 Incorporate information from a variety of related disciplines within assessment and treatment protocols

5 Incorporate information from a variety of related disciplines within assessment and treatment protocols

ABA664 - Capstone I

Overview

Subject code
ABA

Course Number
664

Course Long Title
Capstone I

Credits
1

Course Description
The capstone project requires students to conduct a full treatment program, from assessment to evaluation of outcome and caregiver/staff training, and share results in the form of a written document and presentation. Students work closely with their advisor during individual and group meetings. In the first semester of capstone, students will understand capstone requirements and discuss appropriate clients, identify their client and treatment goals, begin a literature review, select committee members, conduct a treatment proposal, and begin assessment and treatment protocols. In the second semester of capstone, students should continue with assessment and treatment, data collection, and begin preparing their final document. In the third semester of capstone, students will finalize data collection, analyze treatment data, finalize the manuscript, and present their treatment to their committee members in a formal capstone defense.Pre req Passing grade in ABA 640 & ABA 644

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Prepare applied research as relevant to the student's capstone client

2 Develop effective, ethical, and empirically validated assessment and treatment plans incorporating the concepts and principles of behavior analysis (reinforcement, punishment, behavioral contrast, etc)

3 Design effective and reliable measurement procedures for a variety of behaviors related to the capstone client

ABA668 - Capstone II

Overview

Subject code
ABA

Course Number
668

Course Long Title
Capstone II

Credits
1

Course Description
The capstone project requires students to conduct a full treatment program, from assessment to evaluation of outcome and caregiver/staff training, and share results in the form of a written document and presentation. Students work closely with their advisor during individual and group meetings. In the first semester of capstone, students will understand capstone requirements and discuss appropriate clients, identify their client and treatment goals, begin a literature review, select committee members, conduct a treatment proposal, and begin assessment and treatment protocols. In the second semester of capstone, students should continue with assessment and treatment, data collection, and begin preparing their final document. In the third semester of capstone, students will finalize data collection, analyze treatment data, finalize the manuscript, and present their treatment to their committee members in a formal capstone defense. Pre req Passing grade in ABA 640,ABA 644 & ABA 664

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Prepare applied research as relevant to the student's capstone client

2 Develop effective, ethical, and empirically validated assessment and treatment plans incorporating the concepts and principles of behavior analysis (reinforcement, punishment, behavioral contrast, etc)

3 Design effective and reliable measurement procedures for a variety of behaviors related to the capstone client

ABA670 - Capstone III

Overview

Subject code
ABA

Course Number
670

Course Long Title
Capstone III

Credits
1

Course Description
The capstone project requires students to conduct a full treatment program, from assessment to evaluation of outcome and caregiver/staff training, and share results in the form of a written document and presentation. Students work closely with their advisor during individual and group meetings. In the first semester of capstone, students will understand capstone requirements and discuss appropriate clients, identify their client and treatment goals, begin a literature review, select committee members, conduct a treatment proposal, and begin assessment and treatment protocols. In the second semester of capstone, students should continue with assessment and treatment, data collection, and begin preparing their final document. In the third semester of capstone, students will finalize data collection, analyze treatment data, finalize the manuscript, and present their treatment to their committee members in a formal capstone defense. Pre req Passing grade in ABA 640,ABA 644,ABA 664 & ABA 668

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Prepare applied research as relevant to the student's capstone client

2 Develop effective, ethical, and empirically validated assessment and treatment plans incorporating the concepts and principles of behavior analysis (reinforcement, punishment, behavioral contrast, etc)

3 Design effective and reliable measurement procedures for a variety of behaviors related to the capstone client

4 Evaluate effectiveness of treatment and demonstrate data-based decision making by constructing accurate graphical displays and analyzing data to monitor progress

5 Synthesize all seven dimensions of applied behavior analysis (applied, behavioral, analytic, technological, effective, conceptually systematic, and generality) into the students thesis

ABA672 - Fieldwork I

Overview

Subject code
ABA

Course Number
672

Course Long Title
Fieldwork I

Credits
1

Course Description
ABA 672 is the first course in the course fieldwork series. This course is required in the MS in ABA course sequence. The fieldwork series is designed so that students will obtain a substantial portion of their experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination in a structured and carefully curated manner while enrolled in the MS in ABA program. Students work in a supervised clinical setting for approximately 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. No more than 40% of the total hours can consist of direct implementation of behavioral programs. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.0 hour on-campus

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will identify and reflect personal goals related to their Regis graduate school experience as it pertains to the field and the mission of the college

2 Students will accurately input their fieldwork hours accrual data into the required systems

ABA673 - Fieldwork II

Overview

Subject code
ABA

Course Number
673

Course Long Title
Fieldwork II

Credits
2

Course Description
ABA 673 is the second course in the course fieldwork series. This course is required in the MS in ABA course sequence. The fieldwork series is designed so that students will obtain a substantial portion of their experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination in a structured and carefully curated manner while enrolled in the MS in ABA program. Students work in a supervised clinical setting for approximately 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. No more than 40% of the total hours can consist of restricted activities. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.0 hour on-campus group supervision meeting and receive at least one hour of individual supervision from a BCBA® at their approved fieldwork site. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB®. Pre req ABA 672

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design effective measurement procedures, conduct descriptive assessments and functional analyses, and interpret results with assigned clients

2 Conduct a variety of skills assessments to identify a baseline level of life skills an individual exhibits

3 Design empirically-validated intervention programs based on the assessment results and visually inspect the results using a variety of single-subject designs

4 Supervise and monitor behavior analytic interventions

ABA674 - Fieldwork III

Overview

Subject code
ABA

Course Number
674

Course Long Title
Fieldwork III

Credits
2

Course Description
ABA 674 is the third course in the fieldwork series. This course is required in the MS in ABA course sequence. The fieldwork series is designed so that students will obtain a substantial portion of their experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination in a structured and carefully curated manner while enrolled in the MS in ABA program. Students work in a supervised clinical setting for approximately 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. No more than 40% of the total hours can consist of restricted activities. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.0 hour on-campus group supervision meeting and receive at least one hour of individual supervision from a BCBA® at their approved fieldwork site. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB®. Pre req ABA 672,ABA 673

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design effective measurement procedures, conduct descriptive assessments and functional analyses, and interpret results with assigned clients

2 Conduct a variety of skills assessments to identify a baseline level of life skills an individual exhibits

3 Design empirically-validated intervention programs based on the assessment results and visually inspect the results using a variety of single-subject designs

4 Supervise and monitor behavior analytic interventions

ABA675 - Fieldwork Continuation I

Overview

Subject code
ABA

Course Number
675

Course Long Title
Fieldwork Continuation I

Credits
1

Course Description
ABA 675 is a 1-credit course in the course fieldwork series. This course is optional for the MS in ABA course sequence. The fieldwork series is designed so that students will obtain a substantial portion of their experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination in a structured and carefully curated manner while enrolled in the MS in ABA program. Students work in a supervised clinical setting for approximately 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. No more than 40% of the total hours can consist of direct implementation of behavioral programs. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.0 hour on-campus group supervision meeting and receive at least one hour of individual supervision from a BCBA® at their approved fieldwork site. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB® Pre req ABA 672

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will identify and reflect personal goals related to their Regis graduate school experience as it pertains to the field and the mission of the college

2 Students will research and create a teaching module (written and video) on a behavior analytic topic of their choosing

ABA676 - Fieldwork Continuation II

Overview

Subject code
ABA

Course Number
676

Course Long Title
Fieldwork Continuation II

Credits
1

Course Description
ABA 676 is a 1-credit course in the course practicum series. This course is optional for the MS in ABA course sequence. The practicum series is designed so that students will obtain a substantial portion of their experience and supervision hours required to sit for the Board Certified Behavior Analyst® examination in a structured and carefully curated manner while enrolled in the MS in ABA program. Students work in a supervised clinical setting for approximately 20 hours per week, in which the implementation of behavior-analytic principles are evidenced. No more than 40% of the total hours can consist of restricted activities. Students engage in a variety of activities outlined by the Behavior Analyst Certification Board® (BACB®). Each week, students attend a 1.0 hour on-campus group supervision meeting and receive at least one hour of individual supervision from a BCBA® at their approved practicum site. Students work with multiple clients who are appropriate for behavior analysis services as outlined by the BACB®. Pre req ABA 672

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design effective measurement procedures, conduct descriptive assessments and functional analyses, and interpret results with assigned clients

2 Conduct a variety of skills assessments to identify a baseline level of life skills an individual exhibits

3 Design empirically-validated intervention programs based on the assessment results and visually inspect the results using a variety of single-subject designs

4 Supervise and monitor behavior analytic interventions

ABA678 - Thesis Research 1

Overview

Subject code
ABA

Course Number
678

Course Long Title
Thesis Research 1

Credits
2

Course Description
The thesis is typically completed across three semesters and requires students to examine, conduct research, analyze, and share results in the form of a written thesis and presentation. Students work closely with their advisor during individual and/or group meetings. In the first semester of thesis, students will identify their research question, select committee members, conduct a thesis proposal, and submit their proposal to the institutional review board (IRB). In the second semester of thesis, students should obtain IRB approval, begin data collection, and begin preparing their final document. In the third semester of thesis, students will finalize data collection, analyze results, finalize the manuscript, and present their findings to their committee members in a formal thesis defense. Pre req ABA 601,ABA 604

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design effective empirically validated programs based on assessment results

2 Train caregivers, including staff and parents, to implement culturally sensitive empirically validated interventions

3 Supervise behavior analytic interventions

ABA682 - Thesis Research 4

Overview

Subject code
ABA

Course Number
682

Course Long Title
Thesis Research 4

Credits
1

Course Description
Pre-req ABA 678, ABA 626, ABA 627

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Prepare and critically analyze applied research as relevant to the students thesis

2 Design and implement effective and reliable measurement procedures for a variety of behaviors related to the students research question

3 Develop ethical and empirically-validated teaching plans incorporating the concepts and principles of behavior analysis (reinforcement, punishment, behavioral contrast, etc)

4 Critically evaluate the results of the students thesis and relate his or her results to the concepts and principles of behavior analysis

5 Synthesize all seven dimensions of applied behavior analysis (applied, behavioral, analytic, technological, effective, conceptually systematic, and generality) into the students thesis

ABA999 - Masters Thesis Continuation

Overview

Subject code
ABA

Course Number
999

Course Long Title
Masters Thesis Continuation

Credits
1

Course Description
Masters Thesis Continuation

Academic Level
Graduate

School
School of Arts and Sciences, School of Health Sciences

AH201 - Intro. to Art History

Overview

Subject code
AH

Course Number
201

Course Long Title
Intro. to Art History

Credits
3

Course Description
This introductory course is a survey of the relationships between painting, sculpture, and architecture and the societies that produced them from across time and across the globe.

Academic Level
Undergraduate

School
School of Arts and Sciences

AH303 - 19th Century Art

Overview

Subject code
AH

Course Number
303

Course Long Title
19th Century Art

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

AH304 - Modern Styles

Overview

Subject code
AH

Course Number
304

Course Long Title
Modern Styles

Credits
3

Course Description
A survey of painting and sculpture beginning in Europe from Post-Impressionism and Expressionism through the evolution of Cubism and Surrealism, Abstract and NonRepresentational and the influence of these major movements on twentieth-century styles in Europe, the United States, and Latin America.

Academic Level
Undergraduate

School
School of Arts and Sciences

AH306 - Renaissance and Baroque Art

Overview

Subject code
AH

Course Number
306

Course Long Title
Renaissance and Baroque Art

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

AH313 - American Art

Overview

Subject code
AH

Course Number
313

Course Long Title
American Art

Credits
3

Course Description
Painting, sculpture, and architecture in America are examined from the Revolution to the present. This course leverages the new American Wing of the Museum of Fine Arts, Boston as a resource.

Academic Level
Undergraduate

School
School of Arts and Sciences

AR221 - Basic Drawing

Overview

Subject code
AR

Course Number
221

Course Long Title
Basic Drawing

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

AR222 - Basic Design

Overview

Subject code
AR

Course Number
222

Course Long Title
Basic Design

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

AR304 - Modern Styles

Overview

Subject code
AR

Course Number
304

Course Long Title
Modern Styles

Credits
4

Course Description
A survey of painting and sculpture in Europe from Post-Impressionism and Expressionism through the evolution of Cubism and Surrealism and the influence of these major movements on contemporary styles. Prerequisite: AR 201 or 306.

Academic Level
Undergraduate

School
School of Arts and Sciences

AR310 - Life Studio: Human Figure

Overview

Subject code
AR

Course Number
310

Course Long Title
Life Studio: Human Figure

Credits
3

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

AR313 - American Art

Overview

Subject code
AR

Course Number
313

Course Long Title
American Art

Credits
3

Course Description
Painting, sculpture, and architecture in America from the Revolution to the present. Prerequisite: AR 201 or 306

Academic Level
Undergraduate

School
School of Arts and Sciences

AR315 - Adv. Drawing for Illust. I

Overview

Subject code
AR

Course Number
315

Course Long Title
Adv. Drawing for Illust. I

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

AR321 - Painting Techniques I

Overview

Subject code
AR

Course Number
321

Course Long Title
Painting Techniques I

Credits
3

Course Description
The elements of painting are explored as student artists engage in the study of the still life through the lens of Impressionism, abstraction from non-visual sources, and 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

Academic Level
Undergraduate

School
School of Arts and Sciences

AR333 - Watercolor Painting

Overview

Subject code
AR

Course Number
333

Course Long Title
Watercolor Painting

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

ATH210 - Coaching Sports

Overview

Subject code
ATH

Course Number
210

Course Long Title
Coaching Sports

Credits
3

Course Description
The purpose of the course is to assist the student in reflecting on and applying the skills needed to become a successful coach. These skills will include determining coaching goals; developing communication and motivational techniques; improving teaching techniques in sport; developing knowledge of sport ethics, law, and risk management; and increasing one's knowledge of team management principles.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Discuss the numerous roles and responsibilities associated with the coaching profession and how these differ at various levels of sport (youth, high school, college, professional)

Apply knowledge and principles of teaching/coaching to design effective practice activities

Discuss and analyze principles of leadership, program management, behavior management, communication and athlete motivation

Explain the importance of effective organization and administration; sport ethics and law; and risk management techniques within the coaching profession, and apply these principles in various scenarios

Develop a personal coaching philosophy based on principles and frameworks presented in class or related readings

Discuss and evaluate material presented in readings, articles, and online sites regarding principles, issues, and trends within the coaching profession

ATH215 - Coaching Youth Sport

Overview

Subject code
ATH

Course Number
215

Course Long Title
Coaching Youth Sport

Credits
3

Course Description
Students will gain knowledge regarding psychomotor, cognitive and social characteristics of athletes aged 4-17 and learn appropriate instructional strategies for enhancing the development and performance of young athletes. The focus will be on utilizing best practices in teaching/coaching youth sport to enhance learning, improve performance, and promote a life-long enjoyment of sport.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Explain important concepts related to the evolution of youth sport in America and compare/contrast this to youth sport in other countries

Discuss the philosophy and objectives of youth sport programs for various ages and levels of performance

Discuss factors that affect a childs motor skill performance and readiness for organized youth sport including physical maturation, cognitive readiness, motor skill development, motivation, and psychosocial development

Modify activities and games to teach skills, techniques and tactics that are developmentally appropriate for various ages

Develop practice sessions using appropriate activities, games and skill progression for specific youth sport scenarios

Demonstrate effective coaching practices during coaching sessions including use of space and equipment, demonstration and explanation, feedback, types of practice, use of time, player arrangement, skill progression or modification, etc

Evaluate evidence-based practices in coaching youth sport programs, coaching effectiveness, and coaching education

Demonstrate cultural competence, effective communication, and leadership skills during various class and community activities

Discuss various issues related to youth sport including parents, talent, burnout, sport as a learning platform for life, moral reasoning, competition versus participation, etc

ATH220 - Stength,Cond,&Nutr.Prin:Coach

Overview

Subject code
ATH

Course Number
220

Course Long Title
Stength,Cond,&Nutr.Prin:Coach

Credits
3

Course Description
This course will introduce students to scientific knowledge and principles regarding strength and conditioning for athletes of various ages. Students will gain experience in performing strength and conditioning activities, correcting form, and developing appropriate training plans based on these principles. Students will gain knowledge regarding healthy nutrition for sport participation, and debunk nutritional myths. The course will include classroom and practical experiences.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Identify and explain principles of A Basic anatomy, physiology, kinesiology and biomechanics related to strength, conditioning, and sport for youth and young adults B Strength, speed, agility, endurance and flexibility training for youth and young adults including correct technique, progression and safety C Nutrition for youth and young adults involved in sport

Apply concepts of anatomy, physiology, kinesiology, biomechanics, and strength and conditioning principles in developing safe and effective training plans for youth and young adults

Demonstrate and evaluate performance of specific exercises, and training sessions, and assist peers in improving their technique with reasonable accommodations for individuals with limitations

Participate in activities that promote conditioning and strength in sport to increase their personal understanding and performance of these skills with reasonable accommodations for individuals with limitations

Apply sound nutrition principles in the creation of healthy eating plans and educational materials for youth, young adults and parents

ATH331 - Teach,Coach & Officiate Soccer

Overview

Subject code
ATH

Course Number
331

Course Long Title
Teach,Coach & Officiate Soccer

Credits
3

Course Description
This course is designed to provide specific instruction for students interested in teaching/coaching soccer. Course content will include rules, basic skills, development of drills and lead-up games, age appropriate progression, game strategies and systems of play. Students will plan practice sessions for various age/developmental levels, and gain coaching experience through peer teaching. Students will be participate in a variety of soccer activities, as well as practice officiating skills. (Students are required to take ONE sport specific course as part of the Athletic Coaching minor.) Prerequisite: ATH 210 or soccer experience recommended or permission of the instructo

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Students will be able to explain rules, techniques, drills and developmental games, offensive and defensive strategies, and systems of play for soccer

Students will be able to demonstrate basic skills, drills, techniques, and strategies for soccer

Students will be able to develop appropriate soccer teaching and coaching plans for various age/ developmental levels

Students will be able to evaluate soccer activities and games including developmental appropriateness, progression, offensive and defensive strategies, and systems of play

Students will be able to organize and teach/coach soccer skills, drills, and games that are focused on a specific objective, developmentally appropriate, and demonstrate reasonable progression, for various age groups

Students will be able to apply the rules of soccer to officiating soccer games

ATH332 - Teach,coach&officiatelacrosse

Overview

Subject code
ATH

Course Number
332

Course Long Title
Teach,coach&officiatelacrosse

Credits
3

Course Description
This course is designed to provide an overview of a specific sport and its rules, basic skills and progression, game strategies, development of drills and lead-up games, practice planning for various levels of performance, and peer-teaching experience. Students will also gain knowledge and skills related to officiating. Students are required to take ONE sport specific course. Prerequisite: ATH 210,some Lacrosse experience or permission of the instructor

Academic Level
Undergraduate

School
School of Health Sciences

ATH333 - Teach,coach&officiatevolleyba

Overview

Subject code
ATH

Course Number
333

Course Long Title
Teach,coach&officiatevolleyba

Credits
3

Course Description
This course is designed to provide an overview of a specific sport and its rules, basic skills and progression, game strategies, development of drills and lead-up games, practice planning for various levels of performance, and peer-teaching experience. Students will also gain knowledge and skills related to officiating. Students are required to take ONE sport specific course. Prerequisite: ATH 210,some volleyball experience or permission of the instructor

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Students will be able to explain rules, techniques, drills and developmental games, offensive and defensive strategies, and systems of play for volleyball

Students will be able to demonstrate basic skills, drills, techniques, and strategies for volleyball

Students will be able to develop appropriate volleyball teaching and coaching plans for various age/ developmental levels

Students will be able to evaluate volleyball activities and games including developmental appropriateness, progression, offensive and defensive strategies, and systems of play

Students will be able to organize and teach/coach volleyball skills, drills, and games that are focused on a specific objective, developmentally appropriate, and demonstrate reasonable progression, for various age groups

Students will be able to apply the rules of volleyball to officiating volleyball games

ATH334 - Teach,Coach&OfficateBasketbal

Overview

Subject code
ATH

Course Number
334

Course Long Title
Teach,Coach&OfficateBasketbal

Credits
3

Course Description
Pre-req ATH 210,some basketball experience or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Identify and explain rules, techniques, drills and developmental games, offensive and defensive strategies, and systems of play for basketball

Perform, demonstrate and explain basic skills, drills, techniques, and strategies for basketball with reasonable accommodations for individuals with limitations **

Develop appropriate basketball teaching and coaching plans for various age/developmental levels

Analyze and evaluate basketball activities and games including developmental appropriateness, progression, offensive and defensive strategies, and systems of play

Organize and teach/coach basketball skills, drills, and games that are focused on a specific objective, developmentally appropriate, and demonstrate reasonable progression, for various age groups with reasonable accommodations for individuals with limitations **

Officiate basketball games at a beginner level with reasonable accommodations for individuals with limitations **

BE101 - Frontiers BE:Bridge Med&Tech

Overview

Subject code
BE

Course Number
101

Course Long Title
Frontiers BE:Bridge Med&Tech

Credits
3

Course Description
The course covers basic concepts of biomedical engineering and their connection with the spectrum of human activity. It serves as an introduction to the fundamental science and engineering on which biomedical engineering is based. Case studies of drugs and medical products illustrate the product development-product testing cycle, patent protection, and FDA approval. It is designed for engineering, science, and nonscience majors. Prerequisite: None

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

BE110 - Intro.Biomedical Computation

Overview

Subject code
BE

Course Number
110

Course Long Title
Intro.Biomedical Computation

Credits
3

Course Description
Computational and mathematical tools used in biomedical engineering for the simulation of biological systems and the analysis of biomedical data. Basics of computational programming in MATLAB and Python; applications to modeling, design, and statistical and data analysis. Prerequisite: None

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

1 Construct procedural statements--assignments, conditional statements, loops, function calls--and arrays in MATLAB

2 Design, code, and test small MATLAB programs that meet requirements expressed in English This includes a basic understanding of top-down design

3 Implement basic vector computations

4 Execute graphical representations of data and calculations in MATLAB

5 Design, via computer-aided design (CAD) software, 2D and 3D renderings based on written criteria

6 Use programming languages to evaluate data and perform statistical analyses

BE210 - Circuits and Sensors

Overview

Subject code
BE

Course Number
210

Course Long Title
Circuits and Sensors

Credits
3

Course Description
This course introduces students to instrumentation of bioengineering including ECG, EEG, radiological imaging, and routine biomedical laboratory measures such as blood pressure, cell counts, blood and urine tests, and statistical analysis of data. Students will discuss principles of circuits, signals and systems in the context of operating principles of bioelectrical systems at multiple physiological scales and provides the fundamental background required to interface biological systems with circuits and sensors for measurements. Topics include bioelectric measurement, signal processing, and dialysis. Prerequisites: BE 101 and MA 106

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BE101 - Frontiers BE:Bridge Med&Tech
  AND MA106 - Introductory Calculus

Learning Outcomes

Learning Objectives

Students will have concepts and do basic analysis of 1) series and parallel cirsuits 2) Ohm's Law, Kirchhoff's current and voltage Laws; 3) Network Theorems (Super node, Thevernin's, Norton's) 4) Alternative Circuits with Capacitors and Inductors

BE250 - Quantitative Human Physiology

Overview

Subject code
BE

Course Number
250

Course Long Title
Quantitative Human Physiology

Credits
3

Course Description
An introductory course in physiological systems and feedback control theory for biomedical engineers. It aims to apply systems theory and classical feedforward and feedback control in the context of physiological systems.

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

BE301 - Engineering in the Clinic

Overview

Subject code
BE

Course Number
301

Course Long Title
Engineering in the Clinic

Credits
1

Course Description
This course explores the impact of engineering on clinical medicine. Students will interact with practitioners and investigate the technological challenges that face these practitioners. Invited speakers will share their experience on a number of technologies to demonstrate the result of advances in biomedical engineering.

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

Students will generally understand the main fields of Biomedical Engineering, including tissue engineering, bioamterials, artificial intelligence, biosensors, image guided robotics, drug delivery systems and telehealth

BE302 - Engineering Standards &regulation

Overview

Subject code
BE

Course Number
302

Course Long Title
Engineering Standards &regulation

Credits
1

Course Description
Biomedical engineering has a number of regulations and standards that continue to increase as the industry grows. This course discusses the current biomedical industry guidelines in the context of engineering design

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Learning Outcomes

Learning Objectives

Students will generally understand why standards and regulations are necessary in Biomedical product design; will know which institutions are responsible for publishing the standards or regulations; from case studies, students will see how to break down a product into parts, then consider applying the relative standards and regulations in design processes

BE310 - Biomechanics

Overview

Subject code
BE

Course Number
310

Course Long Title
Biomechanics

Credits
3

Course Description
This course is designed to acquaint students with concepts of stress, strain, and constitutive laws as applied to problems in biomechanics. Rigid body and deformable body mechanics will be introduced. Focus will be on basic foundations of solid mechanics using vectors, and tensors. Illustrative examples from tissue and cell biomechanics will be given where appropriate. Prerequisites: BE100 and PY213 and MA203

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PY213 - General Physics/Lab
  AND MA203 - Intermediate Analysis I

Learning Outcomes

Learning Objectives

1 Explain the general characteristics, material properties, appropriate constitutive model, and adaptation potential for tissue and organs studied

2 Describe the relationships between structure and function in tissues and the implications/ importance of these relationships

3 Determine the forces at a skeletal joint for various static/dynamic human activities

4 Calculate the energy expenditure and power required to perform an activity

5 Distinguish the stresses and strains in biological tissues, given the loading conditions and material properties

6 Select the appropriate viscoelasticity model for the mechanical behavior of a given biological tissue

BE330 - Transport &Fluids for BE

Overview

Subject code
BE

Course Number
330

Course Long Title
Transport &Fluids for BE

Credits
3

Course Description
Covers the fundamental principles of processes and systems in which mass, energy, and momentum are transported in typical biological problems. Emphasizes momentum transport for incompressible and compressible fluids (fluid flow) and energy transport. Mass transport in the context of diffusion in for cellular function and in the delivery of drugs, systemically and organ-specific, will be studied. The methods taught are relevant to the analysis of physiological systems and separation of biological materials. Prerequisite: MA 255

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

BE420 - Biomaterials

Overview

Subject code
BE

Course Number
420

Course Long Title
Biomaterials

Credits
3

Course Description
This course provides a broad overview of the field of biomaterials. Beginning with introductory lectures on biomaterials and their translation from the laboratory to the medical marketplace, it progresses to discussions of important biomaterials terminology and concepts. Materials covered are both organic and inorganic chemistries. Basic materials science lectures then emphasize material structureproperty to function-testing relationships. Course concludes with introductions other topics such as material-tissue interactions and tissue engineering applications. Prerequisite: CH 305

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CH305 - Organic Chemistry I/Lab

BE421 - Biomed.Measur&Instrument/Lab

Overview

Subject code
BE

Course Number
421

Course Long Title
Biomed.Measur&Instrument/Lab

Credits
4

Course Description
Comprehensive analysis of the principles underlying biomedical instrumentation including ECG, EEG; CAT scanning; immunohistochemistry and fluorescence platforms, and other biomedical laboratory tools. The first part of the course will focus on individual work and students will conduct labs on advanced electrical, mechanical and environmental measurements. The later part of the course will involve a team project that involves designing and executing an experiment that involves measurement, data acquisition and data analysis in human health or other bioengineering application. Pre-requisite: BE 432X Co-requisite BE 421XA

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BE432X - Biomedical Engineering Lab II

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- BE421XA - Lab

Learning Outcomes

Learning Objectives

Students will learn the components and working pricinples of biosensors; how to measure blood flow and pressure with catheters, and gas flow in respiratory systems Students will also have concepts of broadly used laboratory and clinical equipment

BE431X - Biomedical Engineering Lab I

Overview

Subject code
BE

Course Number
431X

Course Long Title
Biomedical Engineering Lab I

Credits
2

Course Description
Uses experiments and simulation to explore the principles of bioinstrumentation, biomechanics, and mass and fluid transport, including circuit design, sensors, and imaging techniques. Offers students an opportunity to obtain practical, hands-on, laboratory experiences. Experimental techniques, with a focus on data acquisition, processing, and presentation, will be taught. Students will be required to relate the instrumentation techniques to clinical relevant measurements. Pre-requisites: BE 110

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BE110 - Intro.Biomedical Computation

Learning Outcomes

Learning Objectives

Students will learn biological lab safety knowledge and understand what is included in SDS form, will review using 3D designing software and practise 3D printing, human eye model, build basic circuits on breadboard, and soldering a heart rate monitoring circuit on PCB and checking the waveform with an occiloscope, learn how to do material mechanical tests (real lab and virtual lab)

BE432 - Biomedical Engineering Lab II

Overview

Subject code
BE

Course Number
432

Course Long Title
Biomedical Engineering Lab II

Credits
2

Course Description
This course uses experiments and simulation to explore the principles of biomaterials, kinetics, and biological control systems. It offers students an opportunity to obtain practical laboratory experience and to develop technical writing and oral presentation skills. Students are asked to both design and perform experiments in the context of current fields of biomedical engineering, to discover fundamental bioengineering principles, and to develop engineering solutions through experiments using these principles. Co-requisite: BE420

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- BE420 - Biomaterials

BE432X - Biomedical Engineering Lab II

Overview

Subject code
BE

Course Number
432X

Course Long Title
Biomedical Engineering Lab II

Credits
2

Course Description
Uses experiments and simulation to explore the principles of biomaterials, kinetics, and biological control systems. Offers students an opportunity to obtain practical laboratory experience and to develop technical writing and oral presentation skills. Students are asked to both design and perform experiments in the context of current fields of biomedical engineering, to discover fundamental bioengineering principles, and to develop engineering solutions through experiments using these principles. Prerequisite: BE 110

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BE431X - Biomedical Engineering Lab I

BE440 - Biomolecular Dynamics&Control

Overview

Subject code
BE

Course Number
440

Course Long Title
Biomolecular Dynamics&Control

Credits
3

Course Description
This course will focus on the principles of thermodynamics and kinetics applied to the analysis and design of biomolecular systems. Topics include mass and energy balances, entropy, chemical equilibria, enzyme kinetics and the effect of external fields (e.g., mechanical forces, electric potential) on biomolecular reaction equilibria and kinetics. In the latter portion of the course, these foundational concepts will be applied to natural biomolecular networks and synthetic biocircuits with the purpose of analyzing their dynamic homeostatic behavior and natural feedback and feed-forward control in the body. Prerequisite: BE 210

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

BE450C - Capstone

Overview

Subject code
BE

Course Number
450C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Undergraduate Seniors Only

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Must be a senior.

BE461 - Prin &App.Tissue Engineer/Lab

Overview

Subject code
BE

Course Number
461

Course Long Title
Prin &App.Tissue Engineer/Lab

Credits
4

Course Description
Tissue engineering involves application of the principles of biology and biomedical engineering to create artificial organs for transplantation, basic research, or drug development. This requires integration of knowledge from organic chemistry, cell biology, genetics, mechanics, biomaterials, nanotechnology and transport processes to create functional organs. This course will review basic cell culture techniques, structure function relationships, cellular communication, natural and artificial biomaterials, and the basic equations governing cell survival and tissue organization. The bulk of this course will be dedicated to the design, implementation, and analysis of experiments to grow engineered tissues. This will be an intensive lab-based course in which groups of students will choose the particular aspect of tissue engineering (e.g., scaffold choice, biochemical culture conditions, mechanical stimulation, functional readouts) they would like to pursue and perform their own experiments and analysis (e.g., biochemical, mechanical, histological) Prerequisite: BE 420 and current enrollment in BE 440; or BI 312A and CH 305

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BE420 - Biomaterials

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- BE440 - Biomolecular Dynamics&Control
  AND CH305 - Organic Chemistry I/Lab
  AND BE461X - Lab
  AND BI312A - Animal Physiology/Lab

Learning Outcomes

Learning Objectives

Students will learn how to integrate 3 critical factors of tissue engineering biomaterials, cells, and growth factors in a specific tissue reconstruction project

BE481 - Bio.Engineer Design I

Overview

Subject code
BE

Course Number
481

Course Long Title
Bio.Engineer Design I

Credits
3

Course Description
This is the first semester of a two-semester sequence focusing on the development of a project, prototyped or conceptual, that addresses a well-described problem in the field of biology or medicine. The first semester focuses on the economics of innovation, translation, and commercialization of biomedical products. Additionally, the process of ideation and brainstorming will be introduced. At the end of semester one, student teams will have developed and identified a documented clinical/biological issue and will provide a proposal for the final idea with estimated market, cost estimates, and possible experimental design for proof-of-concept and feasibility.
Prerequisite: BE 432X

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BE432X - Biomedical Engineering Lab II

Learning Outcomes

Learning Objectives

Students will construct a detailed executive summary

Students will develop a basic marketing strategy and budgetary estimate

Students will be develop a competitive analysis of other key players in the industry that produce similar products

Students will define testing parameters for their invention

BE482 - Bio.Engineer Design II

Overview

Subject code
BE

Course Number
482

Course Long Title
Bio.Engineer Design II

Credits
3

Course Description
This is the second semester of the two-semester sequence. Based on the first semester design and proposal, students will dedicate this semester to the development and prototyping of their ideas. The students will present a final project presentation and business plan as the final capstone project deliverable. Concepts including regulatory affairs approaches, intellectual property analysis, and manufacturing strategies will be introduced in this course and integrated into the final project. Prerequisite: BE 481

Academic Level
Undergraduate

School
School of Arts and Sciences, School of Health Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BE481 - Bio.Engineer Design I

BI102 - Intro.Bio.Principles II/Lab

Overview

Subject code
BI

Course Number
102

Course Long Title
Intro.Bio.Principles II/Lab

Credits
4

Course Description
This course aids students in developing a conceptual framework, factual knowledge, and the ana-lytical skills for modern biology and an appreciation for science as a process. Major concepts or prin-ciples covered include evolution, plant and animal biology, and ecology.

Academic Level
Undergraduate

School
School of Arts and Sciences

BI103 - Introductory Biology I/Lab

Overview

Subject code
BI

Course Number
103

Course Long Title
Introductory Biology I/Lab

Credits
4

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

The student will describe the basic concepts of biology at the molecular, cellular and organismal levels

The student will outline basic biological factors that influence the study of life

The student will identify the various key scientific principles as demonstrated by critical thinking, the scientific method, and relevant literature, in both lecture and laboratory

The student will develop knowledge from other disciplines that integrates the themes of biology

The student will develop scientific thinking that correlate the major themes of life in biological systems

BI104 - Introductory Biology II/Lab

Overview

Subject code
BI

Course Number
104

Course Long Title
Introductory Biology II/Lab

Credits
4

Course Description
This course will cover evolution, ecology, plant biology, and systematic and comparative physiology. Prerequisite: BI 103 or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI103 - Introductory Biology I/Lab

Or permission from instructor.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

The student will describe the basic concepts of biology at the molecular, cellular and organismal levels

The student will outline basic biological factors that influence the study of life

The student will identify the various key scientific principles as demonstrated by critical thinking, the scientific method, and relevant literature, in both lecture and laboratory

The student will develop knowledge from other disciplines that integrates the themes of biology

The student will develop scientific thinking that correlate the major themes of life in biological systems

BI105 - Anatomy & Physiology I/Lab

Overview

Subject code
BI

Course Number
105

Course Long Title
Anatomy & Physiology I/Lab

Credits
4

Course Description
The fundamental facts and concepts of the normal structure and function of the human body are presented. Specific topics include integumentary, skeletal, muscular, and nervous systems. Laboratory work includes microscopic examination of cells and tissues; study of gross anatomy by dissection, models, and computer simulations; and investigations of various human physiological processes

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

The student will be able to recognize and identify the names and locations of specified cell/tissue types and organs in the A&P I systems of Integumentary, Skeletal, Muscular, Nervous and Special Senses

Tags
Biomedical terminology and laboratory skills

The student will be able to explain the processes of normal physiology associated with the above mentioned systems as well as Special Senses

Tags
Physiology

The student will be able to describe anatomical position, directional terminology, body planes, sections and cavities

Tags
Anatomical terminology

The student will be able to describe the basic chemistry and biochemistry of organic molecules and inorganic ions as pertains to normal physiology

Tags
Cellular physiology

The student will be able to classify the types of cells and tissues in the human body and explain how the cell/tissue type allows for normal physiologic processes

Tags
Histology

The student will be able to articulate the types and benefits of homeostasis in human systems and processes

Tags
Physiology

The student will engage in self-motivated study, team work and problem solving in the laboratory setting

Tags
Professional skills

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

Tags
Data analysis skills

BI105R - Anat&Phys I:Review/Exam

Overview

Subject code
BI

Course Number
105R

Course Long Title
Anat&Phys I:Review/Exam

Credits
3

Course Description
The fundamental facts and concepts of the normal structure and function of the human body are presented and reviewed. Specific topics include cellular, integumentary, skeletal, muscular, and nervous systems.pre-requisite BI105 with a C or better over 7 years ago

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab

Must have taken course with a C or better over 7 years ago.

Learning Outcomes

Learning Objectives

1 The student will be able to recognize and identify the names and locations of specified cell/tissue types and organs in the A&P I systems of Integumentary, Skeletal, Muscular, Nervous and Special Senses

2 The student will be able to explain the processes of normal physiology associated with the above mentioned systems as well as Special Senses

3 The student will be able to describe anatomical position, directional terminology, body planes, sections and cavities

4 The student will be able to describe the basic chemistry and biochemistry of organic molecules and inorganic ions as pertains to normal physiology

5 The student will be able to classify the types of cells and tissues in the human body and explain how the cell/ tissue type allows for normal physiologic processes

6 The student will be able to articulate the types and benefits of homeostasis in human systems and processes

BI106 - Anatomy & Physiology II/Lab

Overview

Subject code
BI

Course Number
106

Course Long Title
Anatomy & Physiology II/Lab

Credits
4

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

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab

Must have taken course with a C- or better.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

The student will be able to recognize and identify the of names and locations of specified cell/tissue types and organs in the A&P II systems of Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary & Reproductive

Tags
Biomedical terminology and laboratory skills

The student will be able to explain the processes of normal physiology associated with the above-mentioned systems as well as Metabolism, Fluid/Ion Balance and Development

Tags
Physiology

The student will be able to describe anatomical position, directional terminology, body planes, sections and cavities

Tags
Anatomical terminology

The student will be able to articulate the types and benefits of homeostasis in human systems and processes

Tags
Physiology

The student will engage in self-motivated study, team work and problem solving in the laboratory setting

Tags
Professional skills

BI106R - Anat&PhysII:Review/Exam

Overview

Subject code
BI

Course Number
106R

Course Long Title
Anat&PhysII:Review/Exam

Credits
3

Course Description
The fundamental facts and concepts of the normal structure and function of the human body organ systems are presented and reviewed. Specific topics include blood, lymphatic, cardiovascular, endocrine, respiratory, digestive, renal, and fluid & electrolyte, and reproductive systems. Pre-requisite BI106 with a C or better over 7 years ago

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI106 - Anatomy & Physiology II/Lab

Must have taken course with a C or better over 7 years ago.

Learning Outcomes

Learning Objectives

1 The student will be able to recognize and identify the names and locations of specified cell/tissue types and organs in the A&P II systems of Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive

2 The student will be able to explain the processes of normal physiology associated with the above mentioned systems as well as Metabolism, Fluid/Ion Balance, and Development

3 The student will be able to articulate the types and benefits of homeostasis in human systems and processes

4 The student will engage in self-motivated study, and problem solving in the organ systems

BI108 - General Microbiology/Lab

Overview

Subject code
BI

Course Number
108

Course Long Title
General Microbiology/Lab

Credits
4

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

1 Students will gain knowledge and understanding of the microbiology

2 Students will gain laboratory competence in a variety of micriobial laboratory techniques

BI108R - GenMicrobio:Review/Exam

Overview

Subject code
BI

Course Number
108R

Course Long Title
GenMicrobio:Review/Exam

Credits
3

Course Description
This course is an introduction to the basic concepts of Microbiology. Students will examine the phenomena that cause and produce Microbial diseases and the resulting human responses. Upon completion of the course, students will understand the scope of microbial diseases, including how these processes are manifested and the immune responses of the body. Pre-requisite BI108 with a C or better 7 years ago

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI108 - General Microbiology/Lab

Must have taken course with a C or better over 7 years ago.

Learning Outcomes

Learning Objectives

1 The student will be able to recognize and identify the characteristics of microbes

2 The student will be able to explain the processes of microbial structure, function, metabolism and genetics

3 The student will be able to describe the role of bacteria, viruses, prions, fungi, and protozoal parasites in health and disease

4 The student will be able to describe the fundamentals of epidemiology and disease process

5 The student will be able to articulate the role of innate and acquired immunity in health and disease

6 The student will be able to articulate specific diseases according to the organ system implicated

BI203 - Human Biology/Lab

Overview

Subject code
BI

Course Number
203

Course Long Title
Human Biology/Lab

Credits
4

Course Description
This course includes a study of the structural and functional relationships of human organisms. Emphasis will be placed on both the normal and abnormal functioning of each system.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- BI203XA - Lab

Learning Outcomes

Learning Objectives

1 Students will be able to define the anatomical terms of direction

2 Students will be able to explain the levels of organization in the human body

3 Students will describe the defining characteriatics of each system in the body

4 Students will demonstrate the ability to properly use a microscope in a laboratory setting

5 Students will identify various parts of the body on 2D and 3D models

6 Students will demonstrate an understanding of techniques used in the medical field (e g how to take a patients blood pressure) by using online simulations

BI209 - Intro.Microbiology/Lab

Overview

Subject code
BI

Course Number
209

Course Long Title
Intro.Microbiology/Lab

Credits
4

Course Description
This course provides the student of biological sciences with an introduction to microbiology and some of its applications. The major topics are: structure, function, taxonomy, and growth of prokaryotes and eukaryotes; microbial metabolism; prokaryotic genetics; viruses; the role of microbes in disease and host defenses; and microbial ecology. The laboratory will study the practice and principles of microbial analysis, characterization, and identification. Prerequisite: BI 104 or instructor permission for Biology majors. No prereq for BME majors

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI104 - Introductory Biology II/Lab

Prerequisite is for Biology majors only. No prerequisite for BME majors.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

1 Students will understand major ideas in microbiology and be able to apply those ideas to real world situations

2 Students are prepared to work in experimental laboratory science, with the ability to plan, execute, troubleshoot, interpret results, analyze data and relate to hypotheses, prepare and report data

Tags
Critical Thinking

3 Students can articulate and discuss broad questions in the field

Tags
Critical Thinking

4 Students will be able to integrate multiple topics covered over the length of the course

BI210 - Cell Biology/Lab

Overview

Subject code
BI

Course Number
210

Course Long Title
Cell Biology/Lab

Credits
4

Course Description
This course will focus on the structure and function of eukaryotic cells, including membrane structure and function, protein trafficking, cell signaling, cell cycle control, cytoskeleton and motility, neurophysiology, and tissue biology. Laboratory exercises include cytochemistry, protein and receptor analysis, and organelle isolation and characterization. Prerequisite: BI 209 or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI209 - Intro.Microbiology/Lab

Or permission from instructor.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

1 Student will describe molecular and structural components of a cell Focus is placed on the interplay between the structure and function

2 Students will demonstrate their understanding of principles of gene expression and the role of gene expression regulation in physiologically normal and abnormal cells

3 Students will articulate general principles of cell-to-cell communication, as well as their detailed knowledge of the mechanism and molecular components of several types of signaling pathways Focus is placed on the role of cell signaling in nerve and muscle cells

4 Students will gain knowledge of basic principles guiding cell division and the role of cell division control mechanisms in stem cells and cancer cells

5 Students will conduct valid search of literature on signaling pathway of their choice with focus on human disease They will be able to present and think critically about their findings

6 Students will gain theoretical and empirical knowledge of various cell biology techniques routinely used in a laboratory

BI212 - Pathophysiology

Overview

Subject code
BI

Course Number
212

Course Long Title
Pathophysiology

Credits
3

Course Description
This course is an introduction to the basic concepts of pathophysiology. Students will examine the phenomena that cause and produce alterations in human physiologic function and the resulting human response. Upon completion of the course, students will understand pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. The course is based on illness and disease within a systems framework across the lifespan. Prerequisite: A minimum grade of C in BI 105 and BI 106 or permission of the instructor

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
  AND BI106 - Anatomy & Physiology II/Lab

Learning Outcomes

Learning Objectives

1 The student will describe the basic concepts of pathophysiology at the cellular level related to injury, the self-defense mechanism, mutation, and cellular proliferation

2 The student will outline basic pathological factors that influence the disease process

3 The student will outline the various pathological processes related to the targeted body systems

4 The student will describe the impact and abnormal functions upon the organ(s) associated with the disease process of targeted body systems

5 The student will describe clinical manifestations associated with the diseased organ(s)

6 The student will develop basic critical thinking skills that correlate the abnormal functions of body systems with disease processes across the lifespan

BI212E - Pathophysiology

Overview

Subject code
BI

Course Number
212E

Course Long Title
Pathophysiology

Credits
3

Course Description
24-MONTH BS NURSING STUDENTS ONLY This course is an introduction to the basic concepts of pathophysiology. Students will examine the phenomena that cause and produce alterations in human physiologic function and the resulting human response. Upon completion of the course, students will understand pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. The course is based on illness and disease within a systems framework across the lifespan. Prerequisite: A minimum grade of C in BI 105 and 106 or permission of the instructor. Available for online accelerated BSN program students only.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI105 - Anatomy & Physiology I/Lab
  AND BI106 - Anatomy & Physiology II/Lab

Learning Outcomes

Learning Objectives

1 The student will describe the basic concepts of pathophysiology at the cellular level related to injury, the self-defense mechanism, mutation, and cellular proliferation

2 The student will outline basic pathological factors that influence the disease process

3 The student will outline the various pathological processes related to the targeted body systems

4 The student will describe the impact and abnormal functions upon the organ(s) associated with the disease process of targeted body systems

5 The student will describe clinical manifestations associated with the diseased organ(s)

6 The student will develop basic critical thinking skills that correlate the abnormal functions of body systems with disease processes across the lifespan

BI288 - An Intro. to Forensic Science/Lab

Overview

Subject code
BI

Course Number
288

Course Long Title
An Intro. to Forensic Science/Lab

Course Description
This course provides students with an interdisciplinary introduction to forensic science. Students will learn the basic concepts of forensic serology, fingerprint analysis, and forensic pathology, apply quantitative reasoning to analyze blood spatter patterns, and understand how DNA is collected and utilized to solve crimes. Additionally, techniques used in autopsy including time of death determination, decomposition, trauma, toxicology, and drug identification will be introduced. All students will apply what they learn in laboratory exercises, case study analyses, and a final mock crime scene project.

Prerequisite: None

Academic Level
Undergraduate

School
School of Arts and Sciences

BI305 - Ecology/Lab

Overview

Subject code
BI

Course Number
305

Course Long Title
Ecology/Lab

Credits
4

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

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI104 - Introductory Biology II/Lab
  AND BI210 - Cell Biology/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- BI305X - Lab

BI306 - Neurobiology/Lab

Overview

Subject code
BI

Course Number
306

Course Long Title
Neurobiology/Lab

Credits
4

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BI210 - Cell Biology/Lab
- PS203 - Introduction to Psychology

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

BI307 - Genetics/Lab

Overview

Subject code
BI

Course Number
307

Course Long Title
Genetics/Lab

Credits
4

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI210 - Cell Biology/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

1 The student will gain knowledge of basic genetic principles

2 The student will perform lab experiments The skills of critical thinking will be used to analyze and report results Creating clear figures with data will be emphasized

3 The student will articulate and discuss molecular genetics and relate it to current genetic research

4 The student will develop independence in lab

5 The student will achieve enhanced scientific writing skills by writing lab reports in the form of a scientific journal article

6 The student will integrate information learned from this course with knowledge from other scientific disciplines as well as current issues in society and ethics relating to genetics

7 The student will improve communication, cooperation and problem-solving skills through a group problem-based learning project and presentation

BI308 - Developmental Biology/Lab

Overview

Subject code
BI

Course Number
308

Course Long Title
Developmental Biology/Lab

Credits
4

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

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI210 - Cell Biology/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

BI312A - Animal Physiology/Lab

Overview

Subject code
BI

Course Number
312A

Course Long Title
Animal Physiology/Lab

Credits
4

Course Description
This course features the analysis of animal function at the molecular, cellular, system, and organismal levels of organization. Emphasis is on control mechanisms that maintain homeostasis and on system interactions. Topics include cardiovascular, pulmonary, renal, reproductive, and muscle physiology. Prerequisite: BI 210

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI210 - Cell Biology/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- BI312AX - Lab

BI315 - Virology/Lab

Overview

Subject code
BI

Course Number
315

Course Long Title
Virology/Lab

Credits
4

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI209 - Intro.Microbiology/Lab
  AND BI307 - Genetics/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- BI315X - Lab

Learning Outcomes

Learning Objectives

Student will demonstrate their understanding of the viral life cycle for multiple RNA and DNA viruses
Students will differentiate viral families based on molecular structure, genetics, and immune system evasion
Students will define the basic steps in the development of different types of viral vaccines such as attenuated, inactivated, and recombinant vaccines
Students will demonstrate knowledge of how different viruses cause disease in humans
Students will prepare media used for the production of bacteriophage
Students will produce the microbiological reagents necessary for experiments throughout the semester
Students will isolate viral DNA by using protocols which combine utilize methods surrounding both biochemistry and organic chemistry
Students will perform experiments that show why bacteriophage are superior to antibiotics for the destruction of bacterial biofilms

BI316 - Immunology

Overview

Subject code
BI

Course Number
316

Course Long Title
Immunology

Credits
4

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI210 - Cell Biology/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

1 Demonstrate ability to work in experimental laboratory science, including the ability to execute and troubleshoot procedures, interpret results, and analyze data

2 Assess the role and interaction of biology in complex issues, including technology, society, history and ethics

3 Student will be able to explain to their grandmother why she needs a flu shot

4 Student can connect clinical procedures to textbook concepts in Immunology

5 Student can relate the immunological principles to current health issues

6 Student can analyze and evaluate experimental procedures and data

7 Student will gain hands on experience with Immunological lab techniques

BI322A - Laboratory Techniques

Overview

Subject code
BI

Course Number
322A

Course Long Title
Laboratory Techniques

Credits
3

Course Description
The course exposes students to experimentation used in the fields of molecular biology and cellular biology. Students will co-design and perform experiments that use various experimental protocols, analyze data, and present their findings weekly. There is a final oral presentation that will require students to summarize their overall experimental findings for the semester. The goal of this course is to give students an in depth experience with experimental design and various laboratory techniques as well as an understanding of how diagnostics and therapeutics are discovered. Pre-requisite Undergraduate Junior, Senior status-Biology major BI-210 (Genetics) and BI-307 (Genetics) or permission by the instructo

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Must be a junior or senior Biology major or receive permission from instructor.

Learning Outcomes

Learning Objectives

1 Students will perform research experiments by following pre-designed laboratory procedures

2 Students will analyze and interpret collected data

3 Students will effectively communicate and present their collected data and conclusions

BI322B - Laboratory Techniques

Overview

Subject code
BI

Course Number
322B

Course Long Title
Laboratory Techniques

Credits
3

Course Description
The course exposes students to experimentation used in the fields of molecular biology and cellular biology. Students will co-design and perform experiments that use various experimental protocols, analyze data, and present their findings weekly. There is a final oral presentation that will require students to summarize their overall experimental findings for the semester. The goal of this course is to give students an in depth experience with experimental design and various laboratory techniques as well as an understanding of how diagnostics and therapeutics are discovered.Pre-requisite Undergraduate Junior, Senior status-Biology major BI-210 (Genetics) and BI-307 (Genetics) or permission by the instructor

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Must be a junior or senior Biology major or receive permission from instructor.

Learning Outcomes

Learning Objectives

1 Students will perform research experiments by following pre-designed laboratory procedures

2 Students will analyze and interpret collected data

3 Students will effectively communicate and present their collected data and conclusions

BI324 - Environmental Biology

Overview

Subject code
BI

Course Number
324

Course Long Title
Environmental Biology

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI104 - Introductory Biology II/Lab
  AND BI210 - Cell Biology/Lab

BI326 - Environmental Microbiology/Lab

Overview

Subject code
BI

Course Number
326

Course Long Title
Environmental Microbiology/Lab

Credits
4

Course Description
This course will provide an understanding of the impact that microorganisms have on the environment. From a brief history of microbial evolution to the interactions that microbes have with members of the other kingdoms in biology, pertinent topics will be studied. The importance that microorganisms play in the biogeochemical cycling will be investigated. Present day interactions of the microbial population with the environment including biomass production, bioremediation of oil spills, waste management, and pest control will be examined. Students will study the role that microorganisms play in present-day biological warfare threats to life and our environment. Prerequisites: BI 209 or BI 108. Concurrent enrollment in BI210 or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BI209 - Intro.Microbiology/Lab
- BI108 - General Microbiology/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- **AND** BI210 - Cell Biology/Lab

Or permission from instructor.

Learning Outcomes

Learning Objectives

Student will demonstrate their understanding of the prevalence and diversity of eukaryotic and prokaryotic microbes how their interactions shape local and the global environments

Students will differentiate environmental viruses based on their hosts

Students will define the four basic environments where microbes are found and develop an understanding of microbe-environment relationships

Students will demonstrate knowledge of how different types of biogeochemical cycling are affected by microbes

Students will differentiate bacterial enumeration techniques and determine which one gives the most accurate information about a population

Students will produce charts that show kill curves and use statistical measures to determine significance of selected data

Students will develop an understanding of how to use molecular biology-based bioinformatics software to design a test to detect certain viruses

BI328 - Conservation Bio&Biodiversity

- Students will perform experiments that show why bacteriophage are superior to antibiotics for the destruction of bacterial biofilms

Overview

Subject code
BI

Course Number
328

Course Long Title
Conservation Bio&Biodiversity

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BI104 - Introductory Biology II/Lab
  AND BI210 - Cell Biology/Lab
  AND BI307 - Genetics/Lab

BI401C - Capstone

Overview

Subject code
BI

Course Number
401C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Undergraduate Junior, Senior status-Biology major or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Must be a senior Biology major or receive permission from instructor.

Learning Outcomes

Learning Objectives

The student will be able to research appropriate scientific literature related to the topic of their independent study

The student will be able to discuss and analyze biological research

- The student will be able to discuss the context and impact of their research and work within the discipline of biology

Overview

Subject code
CC

Course Number
100A

Course Long Title
Peer and Team Leadership I

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC100B - Peer and Team Leadership II

Overview

Subject code
CC

Course Number
100B

Course Long Title
Peer and Team Leadership II

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC101A - Community Leadership Dev. I

Overview

Subject code
CC

Course Number
101A

Course Long Title
Community Leadership Dev. I

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC102 - Leadership for Social Change

Overview

Subject code
CC

Course Number
102

Course Long Title
Leadership for Social Change

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC103 - Principles of Health&Wellness

Overview

Subject code
CC

Course Number
103

Course Long Title
Principles of Health&Wellness

Credits
1

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

Academic Level
Undergraduate

School
-

CC104 - Hashtag Social Media

Overview

Subject code
CC

Course Number
104

Course Long Title
Hashtag Social Media

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC105 - Hot Topics & Art of Civil Discourse

Overview

Subject code
CC

Course Number
105

Course Long Title
Hot Topics & Art of Civil Discourse

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC106 - Inclusive Excell:Disab.&Soc.

Overview

Subject code
CC

Course Number
106

Course Long Title
Inclusive Excell:Disab.&Soc.

Credits
1

Course Description
This 1-credit course explores topics relating to disability and encourages student reflection on their personal connections to these issues. Students will learn the history of disability rights in the United States and be able to identify key issues regarding social justice in the context of disability. Through experiential learning opportunities, readings, guest presenters, and various assignments and projects, students will have the opportunity to interact with disability culture in new ways. As part of their co-curricular experience, students will be asked to challenge the standard definition of disability and work to create a more inclusive and accepting community at Regis.

Academic Level
Undergraduate

School
School of Arts and Sciences

CC107 - Alternative Therapies

Overview

Subject code
CC

Course Number
107

Course Long Title
Alternative Therapies

Credits
1

Course Description
This self-care course explores topics on the various types of Complementary and Alternative therapies (CAM) providing students with a basic knowledge of natural and holistic practices, as well as the mind/body connection to health and wellbeing. Students will examine current information and research in the areas of Reiki healing, Massage therapy, Polarity Energy work, Cranial Sacral Therapy, Yoga, Meditation, Acupuncture and Holistic Nutrition. Students will learn strategies for incorporating CAM therapies into daily living promoting well-balanced, healthy, proactive lifestyles. As a culminating co-curricular experience, course participants will assist with the annual Holistic Health Fair, as well as stress reduction awareness weeks during midterms and finals. This will be done in partnership with Community Health Services, putting into practice the principles and theories learned in this 1-credit course.

Academic Level
Undergraduate

School
-

CC109 - Pre-Med/Dent/Vet 101

Overview

Subject code
CC

Course Number
109

Course Long Title
Pre-Med/Dent/Vet 101

Credits
1

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

Academic Level
Undergraduate

School
-

CC110A - Science Achievement Mentors I

Overview

Subject code
CC

Course Number
110A

Course Long Title
Science Achievement Mentors I

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC110B - Science Achievement Mentor II

Overview

Subject code
CC

Course Number
110B

Course Long Title
Science Achievement Mentor II

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC130 - Life in Rural Appalachia-Service Trip

Overview

Subject code
CC

Course Number
130

Course Long Title
Life in Rural Appalachia-Service Trip

Credits
1

Course Description
This 1-credit co-curricular course will explore rural Appalachia history, culture, language, spiritual practices and community of the Appalachian people. Students will examine how the common socioeconomic and environmental factors of that region directly influence the health and well-being of those communities. Students along with Health Services staff will visit rural Appalachia during Spring Break and engage in a solidarity experience involving, cultural immersion, direct service and/or advocacy. This course will engage students in applying sociological, spiritual and religious concepts and theories to cultural engagement, service, fundraising and cultivation of the inner spirit. In this course, students will learn to integrate the concept of "Love and Service of the Dear Neighbor without Distinction," and tools for self-awareness, self-development and servant leadership.

Academic Level
Undergraduate

School
School of Arts and Sciences

CC200 - Regis School of Rock

Overview

Subject code
CC

Course Number
200

Course Long Title
Regis School of Rock

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC202 - Taking Leadership to the Next Level

Overview

Subject code
CC

Course Number
202

Course Long Title
Taking Leadership to the Next Level

Credits
1

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CC207 - Basic Principles Comple & Alt Therapies

Overview

Subject code
CC

Course Number
207

Course Long Title
Basic Principles Comple & Alt Therapies

Credits
1

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

Academic Level
Undergraduate

School
-

CH101 - Intro.Chemistry I:General/Lab

Overview

Subject code
CH

Course Number
101

Course Long Title
Intro.Chemistry I:General/Lab

Credits
4

Course Description
This course offers 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: QR 101, or able to enroll in MA 101A, MA 105, MA 210, or MA 211

Academic Level
Undergraduate

School
School of Arts and Sciences

CH102 - Intro.Chem.II:Organic &Biochemistry/Lab

Overview

Subject code
CH

Course Number
102

Course Long Title
Intro.Chem.II:Organic &Biochemistry/Lab

Credits
4

Course Description
This course is 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. Prerequisite: CH 101

Academic Level
Undergraduate

School
School of Arts and Sciences

CH103 - Chem.Structure & Reactions/Lab

Overview

Subject code
CH

Course Number
103

Course Long Title
Chem.Structure & Reactions/Lab

Credits
4

Course Description
This course is an introduction to the principles of chemistry, atomic and molecular theory, bonding, structure, equilibrium, and chemical reactions, with a laboratory. Prerequisite: QR 101 or test out, MA 101, MA 105, MA 210, or MA 211.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

QR must be taken, or the student must test out of QR.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

Solve quantitative problems and predict the general outcome based on the principle/law upon which the equation is based

Apply principles to everyday phenomenon, including other branches of science

Understand qualitatively the principles of general chemistry

Distinguish between the different types of molecules/substances and be able to name and write chemical formulas

Distinguish between the different classifications of matter, physical and chemical properties, types of chemical reactions

Utilize the periodic table related to various concepts and information that it holds

Follow laboratory procedures, perform laboratory skills, collect data, and determine and interpret results in a report

Solve quantitative problems and predict the general outcome based on the principle/law upon which the equation is based

CH103H - Chem.Structure & Reactions/Lab

Overview

Subject code
CH

Course Number
103H

Course Long Title
Chem.Structure & Reactions/Lab

Course Description
This course is an introduction to the principles of chemistry, atomic and molecular theory, bonding, structure, equilibrium, and chemical reactions, with a laboratory.

Academic Level
Undergraduate

Course Type
Hidden Course

CH104 - Chem Structure & Reactions/Lab

Overview

Subject code
CH

Course Number
104

Course Long Title
Chem Structure & Reactions/Lab

Credits
4

Course Description
This course is an introduction to the principles of chemistry, atomic and molecular theory, bonding, structure, equilibrium, and chemical reactions, with a laboratory. Prerequisite: CH 103

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CH103 - Chem.Structure & Reactions/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

Apply principles to everyday phenomenon, including other branches of science

Understand qualitatively the principles of general chemistry

Distinguish between the different types of molecules/substances and be able to predict physical and chemical properties based on structure

Utilize the periodic table related to various concepts and information that it holds

Design experimental plans through researching appropriate resources

Build upon experimental techniques previously developed as well as learn new techniques

Apply knowledge from classroom and laboratory to a given scientific scenario

Be proficient in the treatment, evaluation and reporting of scientific data

Write detailed lab reports with comprehensive data, results and conclusions

Clearly present project findings orally in midst of peers

CH105 - Intro. Chemistry/Lab

Overview

Subject code
CH

Course Number
105

Course Long Title
Intro. Chemistry/Lab

Credits
4

Course Description
This course is an introduction to the principles of general chemistry, organic chemistry, and biochemistry with laboratory for students in nursing. General chemistry topics include chemical bonding and structure, atomic theory, equilibrium, acids and bases, solutions, and radioactivity. Organic and biochemistry topics include organic nomenclature, functional groups and their properties and reactions, and biologically important molecules and their roles in the human body. Prerequisite: QR 101 or test out or able to enroll in MA 101A, MA 105, MA 210, or MA 211

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

QR must be taken, or the student must test out of QR.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

Demonstrate knowledge of the metric system

Make conversions between the English and metric systems

Solve quantitative chemistry problems using the factor-unit method

Show an understanding of atomic theory, chemical structure, bonding, and reactions

Determine solution concentration

Understand how the laws of energy and motion affect the states of matter

Explain chemical equilibrium and the pH scale

Identify radioisotopes

Describe the medical applications radioactive elements and the required precautions

Utilize IUPAC nomenclature rules to name organic compounds

Illustrate draw molecules according to IUPAC rules

Identify common functional groups encountered in organic chemistry

Predict the chemical and physical behavior of commonly encountered organic compounds

Categorize the major classes of biochemical molecules carbohydrates, proteins, lipids and nucleic acids

Explain the purpose of the major biochemical pathways

Recognize the complexity of chemical processes and their role in maintaining homeostasis in the human body

Follow laboratory procedures, demonstrating proper laboratory technique

Record, report, and interpret laboratory data

Recognize the role of chemistry in physiologic processes

Utilize a knowledge of chemistry to solve problems encountered in the nursing field

CH303 - Environ Science & Toxicology

Overview

Subject code
CH

Course Number
303

Course Long Title
Environ Science & Toxicology

Credits
3

Course Description
This course offers an introduction to the fundamentals of toxicology: terminology, various types of toxins, absorption, distribution and excretion of toxins, the effects of exposure to toxins on the human body through a systems approach, modes of transmission, and different analyses to set limits. Chemical carcinogenesis and genetic and developmental toxicology are also included.

Academic Level
Undergraduate

School
School of Arts and Sciences

CH305 - Organic Chemistry I/Lab

Overview

Subject code
CH

Course Number
305

Course Long Title
Organic Chemistry I/Lab

Credits
4

Course Description
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-.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CH104 - Chem Structure & Reactions/Lab

Must have taken course with a C- or better.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

Demonstrate the knowledge and understanding of organic concepts and principles

Demonstrate problem solving ability

Demonstrate the knowledge and understanding of organic concepts and principles in the laboratory

Demonstrate an understanding of laboratory skills and techniques acquired

CH306 - Organic Chemistry II/Lab

Overview

Subject code
CH

Course Number
306

Course Long Title
Organic Chemistry II/Lab

Credits
4

Course Description
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 305 with a minimum final grade of C-

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CH305 - Organic Chemistry I/Lab

Must have taken course with a C- or better.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

Learning Outcomes

Learning Objectives

Demonstrate the knowledge and understanding of organic concepts and principles

Demonstrate problem solving ability

Demonstrate the knowledge and understanding of organic concepts and principles in the laboratory

Demonstrate an understanding of laboratory skills and techniques acquired

CH307 - Physical Chemistry

Overview

Subject code
CH

Course Number
307

Course Long Title
Physical Chemistry

Credits
3

Course Description
Fundamental principles of chemical thermodynamics with applications to chemical and biochemical systems are introduced. Prerequisites: MA 101A, CH 104

Academic Level
Undergraduate

School
School of Arts and Sciences

CH308 - Physical Chemistry

Overview

Subject code
CH

Course Number
308

Course Long Title
Physical Chemistry

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CH312 - Molecular Structure

Overview

Subject code
CH

Course Number
312

Course Long Title
Molecular Structure

Credits
3

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

CH313 - Analytical Chemistry/Lab

Overview

Subject code
CH

Course Number
313

Course Long Title
Analytical Chemistry/Lab

Credits
4

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

CH314 - Inorganic Chemistry

Overview

Subject code
CH

Course Number
314

Course Long Title
Inorganic Chemistry

Credits
3

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

CH315 - Biochemistry

Overview

Subject code
CH

Course Number
315

Course Long Title
Biochemistry

Credits
3

Course Description
The concepts of modern biochemistry and molecular biology are presented in an integrated form. Topics include protein and nucleic acid biochemistry, protein and nucleic acid sequencing, bioinformatics, molecular evolution, structure-function relationships, biochemical genetics, enzyme kinetics, mechanisms and control, membrane biochemistry, biochemical thermodynamics, and metabolic pathways and their control. Prerequisite: CH 306 and BI 307 with a minimum final grade of C-.

Academic Level
Undergraduate

School
School of Arts and Sciences

CH316 - Biochemistry/Lab

Overview

Subject code
CH

Course Number
316

Course Long Title
Biochemistry/Lab

Credits
4

Course Description
The concepts of modern biochemistry and molecular biology are presented in an integrated form. Topics include protein and nucleic acid biochemistry, protein and nucleic acid sequencing, bioinformatics, molecular evolution, structure-function relationships, biochemical genetics, enzyme kinetics, mechanisms and control, membrane biochemistry, biochemical thermodynamics, and metabolic pathways and their control. A laboratory is required in CH 316. Prerequisite for CH 316: CH 315

Academic Level
Undergraduate

School
School of Arts and Sciences

CH318 - Prin. of Biochemistry/Lab

Overview

Subject code
CH

Course Number
318

Course Long Title
Prin. of Biochemistry/Lab

Credits
4

Course Description
The concepts of modern biochemistry and molecular biology are presented in an integrated form. Topics include protein and nucleic acid biochemistry, protein and nucleic acid sequencing, bioinformatics, molecular evolution, structure-function relationships, biochemical genetics, enzyme kinetics, mechanisms and control, membrane biochemistry, biochemical thermodynamics, and metabolic pathways and their control. This course meets the required biochemistry material for pre-professional (pre-med/pre-dental/pre-vet) track students.Pre-requisite: CH306 with a minimum grade of C-

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CH306 - Organic Chemistry II/Lab

Must have taken course with a C- or better.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- CH318X - Lab

Learning Outcomes

Learning Objectives

Students will be able to discuss and rigorously answer conceptually based questions that require a mastery of the core bio-molecular concepts, while moving beyond dependency on rote memorization of biochemical details

Students will be able to engage in analytical thinking that requires an in-depth knowledge of the core bio-molecular concepts and to relate them to problems/topics in a wide range of the biomedical and health related sciences

Students will be able to apply quantitative and/or analytical aspects of biochemistry that are relevant to understanding the physical molecular aspects of biological systems

Students will be able to frame and intelligently discuss core biochemical topics and to integrate biochemical approaches and knowledge with concepts from the other biomedical sciences

CH319 - Biochem of Nutrition

Overview

Subject code
CH

Course Number
319

Course Long Title
Biochem of Nutrition

Credits
3

Course Description
This course serves as an introduction to the nutrients humans require: carbohydrates, lipids, proteins, vitamins, minerals and water. The source of these nutrients, their structure and function, digestion, absorption, transport, storage, and metabolism are studied. Diseases associated with these nutrients are examined. Prerequisite: CH 102 or CH 305

Academic Level
Undergraduate

School
School of Arts and Sciences

CH321 - Instrumental Analysis/Lab

Overview

Subject code
CH

Course Number
321

Course Long Title
Instrumental Analysis/Lab

Credits
4

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

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ30X - Restorative Justice in Education

Overview

Subject code
CJ

Course Number
30X

Course Long Title
Restorative Justice in Education

Credits
3

Course Description
This course explores the restorative justice philosophy and framework in educational settings, from the promotion of respectful communication, inclusivity, and positive classroom behaviors to the address of conflicts and disciplinary violations.

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ50X - Restorative Justice in Education

Overview

Subject code
CJ

Course Number
50X

Course Long Title
Restorative Justice in Education

Credits
3

Course Description
This course explores the restorative justice philosophy and framework in educational settings, from the promotion of respectful communication, inclusivity, and positive classroom behaviors to the address of conflicts and disciplinary violations.

Academic Level
Graduate

School
School of Arts and Sciences

CJ100 - Intro to Criminal Justice

Overview

Subject code
CJ

Course Number
100

Course Long Title
Intro to Criminal Justice

Credits
3

Course Description
This course provides a general introduction to the study of the criminal justice system in the United States. Topics to be covered will include the nature and origins of crime, police work and law enforcement, court procedures and processes, corrections systems in the United States, probation, parole, and juvenile justice.

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ101 - Law Enforcement

Overview

Subject code
CJ

Course Number
101

Course Long Title
Law Enforcement

Credits
3

Course Description
This course will present a survey and analysis of law enforcement in the United States. Topics to be covered will include the structures, processes, and missions of state, local, and federal law enforcement agencies, the history of law enforcement, police and community relationships, police culture and behavior, the moral/ethnical dimensions of police work, emerging law enforcement technology, and law enforcement as a career choice. Prerequisite: CJ 100.

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ102 - Criminal Law

Overview

Subject code
CJ

Course Number
102

Course Long Title
Criminal Law

Credits
3

Course Description
The course will examine the nature, purpose, and scope of criminal law in the United States. Emphasis is placed on illustration of specific elements, rules, doctrines, and defenses through studying court cases and case studies relating to various aspects of criminal law.

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ200 - Corrections

Overview

Subject code
CJ

Course Number
200

Course Long Title
Corrections

Credits
3

Course Description
This course will present a survey of the corrections system in the United States. Topics to be covered will include the institutions, functions, processes, and mission of the correction system, as well as the history of corrections, prison culture and staffing, prison litigation, probation and parole, public and correctional facilities, and careers in corrections. Prerequisite: CJ 100

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ201 - Courts

Overview

Subject code
CJ

Course Number
201

Course Long Title
Courts

Credits
3

Course Description
This course involves an examination of the various court systems within the United States with an emphasis placed upon both the criminal and civil court structures at the Federal, state, and local levels, as well as the historical development, current configurations, and institutional functions of the court systems. Prerequisite: CJ 100

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ202 - Criminology

Overview

Subject code
CJ

Course Number
202

Course Long Title
Criminology

Credits
3

Course Description
In this course the major criminological theories of crime will be examined from a historical, empirical, and public policy perspective. While examining various types of criminal activity, students will analyze the nature of both historical and contemporary approaches to crime, as well as issues involving crime prevention, criminal behavior, and the criminal mind. Prerequisite(s): CJ 100

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ288 - Intro.to Forensic Science/Lab

Overview

Subject code
CJ

Course Number
288

Course Long Title
Intro.to Forensic Science/Lab

Course Description
This course provides students with an interdisciplinary introduction to forensic science. Students will learn the basic concepts of forensic serology, fingerprint analysis, and forensic pathology, apply quantitative reasoning to analyze blood spatter patterns, and understand how DNA is collected and utilized to solve crimes. Additionally, techniques used in autopsy including time of death determination, decomposition, trauma, toxicology, and drug identification will be introduced. All students will apply what they learn in laboratory exercises, case study analyses, and a final mock crime scene project.

Prerequisite: None

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ300 - Homeland Security

Overview

Subject code
CJ

Course Number
300

Course Long Title
Homeland Security

Credits
3

Course Description
This course will provide a comprehensive analysis of the domestic and international homeland security policy of the United States. Students will be provided with a comprehensive overview of the legal aspects of homeland security, intelligence and counterintelligence, the proliferation of weapons of mass destruction, border security and immigration, and the financing of terrorist activity via domestic and international organized criminal activity.
Prerequisites: CJ 100, CJ 101, CJ 201

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ301 - Criminal Procedure

Overview

Subject code
CJ

Course Number
301

Course Long Title
Criminal Procedure

Credits
3

Course Description
The course will examine the various aspects of criminal procedure within the criminal justice system as shaped and constrained by the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments of the United States Constitution. Emphasis will be placed on the parties involved in the Administration of Justice, including the courts, law enforcement, prosecution, and defense. Prerequisites: CJ 100 and CJ 201

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ302 - Rethinking Justice

Overview

Subject code
CJ

Course Number
302

Course Long Title
Rethinking Justice

Credits
3

Course Description
This course provides an examination of three responses to crime (the retributive, the restorative, and the rehabilitative) and assesses these approaches in fulfilling the needs of various stakeholders including victims, offenders, and communities. This course, steeped in the social justice traditions echoed by our College mission, is open to all students including non-majors. Prerequisite: CJ 100 Introduction to Criminal Justice or instructor approval

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ302A - Intro to Resorative Justice

Overview

Subject code
CJ

Course Number
302A

Course Long Title
Intro to Resorative Justice

Course Description
This undergraduate course explores the history, principles, and current applications of restorative justice in law enforcement, education, and health industries. Students will assess whether the current practices in restorative justice meet the needs of stakeholders (victims, offenders, and community) for repairing harm.

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ304 - Restorative Justice in Education

Overview

Subject code
CJ

Course Number
304

Course Long Title
Restorative Justice in Education

Course Description
This course explores the restorative justice philosophy and framework in educational settings, from the promotion of respectful communication, inclusivity, and positive classroom behaviors to the address of conflicts and disciplinary violations.

Academic Level
Undergraduate

CJ306 - Rest. Justice: Resources,tools,practices

Overview

Subject code
CJ

Course Number
306

Course Long Title
Rest. Justice: Resources,tools,practices

Course Description
This course applies the restorative justice framework & tools to address conflicts, both informal and formal, arising in schools and in our local communities. Students will practice the implementation and facilitation of restorative practices within various settings in the education and law enforcement environments.

Academic Level
Undergraduate

CJ402 - Senior Seminar: Criminal Justice

Overview

Subject code
CJ

Course Number
402

Course Long Title
Senior Seminar: Criminal Justice

Credits
3

Course Description
This course will provide students with the opportunity to review and analyze the totality of the work the student has completed for the degree in Criminal Justice. The course will examine criminal law and criminal procedure, constitutional law, criminology, law enforcement, courts, homeland security, and corrections through the use of assignments involving critical thinking, research, writing, and discussion. The required assignments will allow the student to demonstrate a mastery of the Criminal Justice program of study in addition to a mastery of the Criminal Justice program outcomes. Prerequisites: ID 309, CJ 401

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ402C - Capstone

Overview

Subject code
CJ

Course Number
402C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Arts and Sciences

CJ502A - Intro. to Restorative Justice

Overview

Subject code
CJ

Course Number
502A

Course Long Title
Intro. to Restorative Justice

Course Description
This graduate course explores the history, principles, and current applications of restorative justice in law enforcement, education, and health industries. Students will assess whether the current practices in restorative justice meet the needs of stakeholders (victims, offenders, and community) for repairing harm.

Academic Level
Graduate

School
School of Arts and Sciences

CJ504 - Restorative Justice in Education

Overview

Subject code
CJ

Course Number
504

Course Long Title
Restorative Justice in Education

Credits
3

Course Description
This course explores the restorative justice philosophy and framework in educational settings, from the promotion of respectful communication, inclusivity, and positive classroom behaviors to the address of conflicts and disciplinary violations.

Academic Level
Graduate

CJ506 - RJ: Resources, Tools & Practices

Overview

Subject code
CJ

Course Number
506

Course Long Title
RJ: Resources, Tools & Practices

Course Description
This course applies the restorative justice framework& tools to address conflicts, both informal and formal, arising in schools and in our local communities. Students will practice the implementation and facilitation of restorative practices within various settings in the education and law enforcement environments.

Academic Level
Graduate

CO200 - Media Lab: The Regis Herald

Overview

Subject code
CO

Course Number
200

Course Long Title
Media Lab: The Regis Herald

Credits
1

Course Description
Media Lab CO200 is a 1-credit course that produces The Regis Herald, the online student newspaper of Regis College. Students will foster their creative and critical thinking through developing their reporting, research, editing, and storytelling skills across different media. Students will participate in all facets of the publishing process with an emphasis on cultivating professional skills.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Understand and articulate the news-making and publishing process using an ethical decision-making framework

2 Distinguish between credible and noncredible sources

3 Compare and contrast news delivery through various media platforms

4 Evaluate one anothers work based on professional standards

5 Identify and demonstrate professional-ready work by using AP style, meeting deadlines, being punctual for and participating in class

CO203 - Introduction to Communication

Overview

Subject code
CO

Course Number
203

Course Long Title
Introduction to Communication

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Explain different facets of human communication

2 Analyze communication in everyday interactions

3 Identify how to create and receive communication more effectively

CO204 - Effective Public Speaking

Overview

Subject code
CO

Course Number
204

Course Long Title
Effective Public Speaking

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Analyze the communication of other public speakers

2 Integrate the latest technology into public speeches/interviews

3 Analyze an audience and tailor your message to fit a given audience

4 Improve your personal communication awareness and effectiveness

CO206 - Introd to Public Relations

Overview

Subject code
CO

Course Number
206

Course Long Title
Introd to Public Relations

Credits
3

Course Description
This course explores the role of public relations in the profit and not-for-profit areas today. It provides the history and background, as well as the legal and ethical aspects of the field. The course also focuses on the principles of persuasion, identification of internal and external publics, the use of audience research, and the tools and techniques of the public relations profession. Prerequisite: EN 105 or instructor permission

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EN105 - Reading,Thinking, & Writing I

Learning Outcomes

Learning Objectives

1 Define key terms in the field of public relations

2 Explain the foundational principles and practices of public relations, including ethical guidelines

3 Describe and apply the four-step public relations process through the creation and presentation of an integrated public relations plan

4 Create public relations formats across multimedia platforms

CO208 - Introduction to Film Studies

Overview

Subject code
CO

Course Number
208

Course Long Title
Introduction to Film Studies

Credits
3

Course Description
This course will provide a survey of English-language (mostly American) cinema, from the silent era to the early 21st-century. We will engage with film through historical, cinematographic, theoretical, interpretive, and cultural lenses in order to chart the form's evolution and its persistent relation to the social ideologies and values that produce and consume it.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Analyze the general progression of film history in terms of aesthetics, technology, theory, and interpretive strategies

2 Differentiate between genres and recognize their key attributes

3 Apply literary analysis to filmic texts

4 Assess major auteurs and films, in particular the ways that they influence, and were influenced by, cultural contexts and cinematic movements/trends

CO209 - Media in the 21st Century

Overview

Subject code
CO

Course Number
209

Course Long Title
Media in the 21st Century

Credits
3

Course Description
This course will examine the impact of the mass media on society and the relationship between society and the mass media. Special emphasis will be placed on film, television, the internet, mobile media, and production and consumption of media across platforms. Topics of special interest will include issues of diversity in media production and representation such as sexuality, gender, race, class, and ethnicity. The course will examine the pervasive almost overwhelming influence the media has around the world, including advertising, politics, globalization, and technology, and how it impacts our daily lives.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Explain media politics, industry, and institutions and their impact on the production of media

2 Identify ideology in media texts, especially in relation to the representations of race, gender, sexuality, social class, and other identity markers, and the effect these representations have on meanings of media texts

3 Analyze the impact of media on politics, globalization, and technology, as well as the impact of politics, globalization, and technology on the media

4 Synthesize issues of production, representation, and audiences in analysis of media texts

CO212 - Communication Professional

Overview

Subject code
CO

Course Number
212

Course Long Title
Communication Professional

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EN105 - Reading,Thinking, & Writing I

Learning Outcomes

Learning Objectives

1 Identify and articulate the eight elements of persuasive copywriting through weekly assignments, class discussions and quizzes

2 Articulate the differences and similarities in the various forms of copywriting by producing those forms

3 Identify and articulate components of various copywriting terms including headline, body copy, tagline, gan, testimonials, and boilerplate through weekly assignments and quizzes

4 Demonstrate a working knowledge of the role persuasive copy plays in promoting and publicizing events, raising awareness and general professional communications as part of a final portfolio project

5 Demonstrate an understanding between verbose and concise copy through multiple drafts and revisions of written assignments

6 Exhibit research skills by utilizing the Internet and library and conducting original reporting through weekly assignments and final project

7 Exhibit knowledge of the copywriting process by solving a communication need for a campus client and developing collateral and press materials addressing specific audiences as part of the final project

8 Exhibit knowledge of Associated Press (AP) style and copywriting symbols used by professionals in communication fields

CO219 - Journalism

Overview

Subject code
CO

Course Number
219

Course Long Title
Journalism

Credits
3

Course Description
This course will review the traditional criteria of news value and the basic skills essential to the journalist's role as reader, writer, reporter, and ethicist. Students will produce six major papers utilizing current computer technology.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Demonstrate a working knowledge of journalism, its role - and the journalists rolein society/our Democracy

2 Analyze and apply critical thinking to the news

3 Demonstrate working knowledge of news gathering, and elements of a news story

4 Apply Associated Press style, illustrate improvement in grammar and concise writing

5 Compare and contrast news delivery through various media platforms

6 Demonstrate the importance of reliable sources, fact-checking, and media literacy

7 Integrate the Society of Professional Journalisms Code of Ethics tenets

CO220A - Feature Writing

Overview

Subject code
CO

Course Number
220A

Course Long Title
Feature Writing

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Demonstrate a working knowledge of feature writing and various forms of nonfiction, its role - and the feature writers role - in society

2 Analyze and describe the nature of feature stories and the process of gathering information through reporting and storytelling

3 Demonstrate the understandings of different feature story formats

4 Apply AP style to stories as well as illustrate consistent improvement in grammar and concise writing

5 Compare and contrast the ways in which features are written and delivered through various media platforms

6 Critique and analyze different forms of features and identify the elements that comprise feature stories

7 Integrate the tenets of journalism into the practice of feature story writing

8 Apply social media in a constructive development of information gathering and crowd-sourcing

CO221 - Visual Communication

Overview

Subject code
CO

Course Number
221

Course Long Title
Visual Communication

Credits
3

Course Description
This course offers an exploration of visual communication with special emphasis on the role of the visual in perception, on techniques for visual thinking, and on the creation of visual messages utilizing current visual technology. Students will have hands-on experiences with a variety of digital technologies and explore their uses and applications in the field of communication. Preference to majors.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Use visual thinking skills for comprehension of topics, for creative problem solving, for design of effective visuals

2 Prepare and present effective oral, written, and visual messages Analyze visual communications for their effectiveness

3 Analyze visual communications for their effectiveness

4 Apply current technology for visual thought and communication

5 Apply creative problem solving to a current social issue and then create visuals to communicate the message visually and verbally

6 Demonstrate knowledge in communicating a visual/verbal message using a presentation and web-based programs

7 Collaborate with peers in refining ideas and creatingnew solutions

CO240 - Screenwriting

Overview

Subject code
CO

Course Number
240

Course Long Title
Screenwriting

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Create an effective pitch for a feature-length screenplay

2 Develop a beat sheet for a full-length screenplay in three-act structure

3 Draft a full-length screenplay based on the beat sheet and format it according to industry conventions

4 Provide effective, specific, and supportive feedback on others scripts and use others feedback to revise transcript

CO244 - Global Cinema & Hollywood's Shadow

Overview

Subject code
CO

Course Number
244

Course Long Title
Global Cinema & Hollywood's Shadow

Credits
3

Course Description
This course examines international cinema from the silent era to the 21st-century. Our focus will be how film enacts, challenges, and represents both cultural and aesthetic ideology throughout history. As a secondary focus, we will discuss global film as a reaction - sometimes an embrace and sometimes a rejection - to Hollywood, genre, and the studio system. The course will begin and end with masters of German cinema (Murnau and Haneke) and in between will examine films from Spain, France, Italy, Hong Kong, Korea, Sweden, Mexico, North Africa, and Japan.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Analyze the aesthetic, technical, and historical contributions made by a variety of international films

2 Closely read filmic works using the vocabulary and techniques of film criticism and theory

3 Demonstrate an understanding of the links, affinities, and animosities between various forms of global cinema and Hollywood cinema

4 Locate and apply secondary sources from film studies scholarship to original arguments and analyses

CO247 - Digital Storytelling

Overview

Subject code
CO

Course Number
247

Course Long Title
Digital Storytelling

Credits
3

Course Description
This course introduces students to the concepts, contexts and tools of digital storytelling. Students will develop an understanding of the use of digital stories and storytelling techniques in mass communication contexts. Students will learn and apply vocabulary, concepts and practices of digital story making for target audiences. They will use appropriate multimedia production tools to plan and create original digital stories.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Recognize the role of digital storytelling in fostering social change and promoting social justice and conflict resolution

2 Formulate effective communication methods through digital media

3 Bridge digital storytelling to their professional and personal interests and goals

4 Imply digital storytelling as a means of self-expression as well as professional growth

5- Recognize the interdisciplinary nature of digital storytelling

6- Integrate narrative, visuals, audio, video, and other mediums to create digital storytelling projects

7- Gain technical skills to use digital tools and software such as video-audio editing

8- Integrate research and practice into digital storytelling projects

9- Gain visual sensitivity, media literacy, and critical thinking skills to look at and analyze other digital media works

10- Relate digital storytelling to broader theories and discussions in aesthetics, critical theory, and humanities

CO302 - Film Theory and Criticism

Overview

Subject code
CO

Course Number
302

Course Long Title
Film Theory and Criticism

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

CO303 - Horror Film & the Modern World

Overview

Subject code
CO

Course Number
303

Course Long Title
Horror Film & the Modern World

Credits
3

Course Description
This course will focus on the role of the horror genre beginning with German Expressionism in the early 1920s and concluding with recent American cinema. Through a diverse variety of movies, we will address the ways in which the horror genre has persistently represented and critiqued the anxieties of the modern age. We will especially focus on how this genre was shaped by two cataclysmic events of the early 20th century, The Industrial Revolution and the First World War, both of which are frequently regarded as the beginning of modernity; furthermore, we will discuss how more contemporary horror tends to deconstruct and dramatize anxieties surrounding family, trauma, sexuality, violence, socioeconomic class, religion, and much more.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

Discuss verbally and in writing the major tropes and themes of horror throughout film history

Objectives
N/A - This section says Registrar Use Only, but CourseDog will not allow me to submit without putting something in these boxes

- Understand the historical significance of horror, especially its emergence from WWI and the Industrial Revolution

Objectives
N/A

- Demonstrate through a creative project mastery of screenwriting conventions and the basic components of horror narrative

Objectives
N/A

- Articulate the relationship between theory, horror film, and abstract cultural concepts such as gender, class, race, anxiety, faith, and violence

Objectives
N/A

CO304 - Advanced Public Speaking

Overview

Subject code
CO

Course Number
304

Course Long Title
Advanced Public Speaking

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO204 - Effective Public Speaking

CO305 - Small Group Communication

Overview

Subject code
CO

Course Number
305

Course Long Title
Small Group Communication

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO203 - Introduction to Communication

Learning Outcomes

Learning Objectives

1 Analyze and critique small group communication theories

2 Explain and effectively use decision-making and problem-solving methods and strategies in small group settings

3 Apply effective small group processes to a persuasive campaign and presentation

CO306 - Interpersonal Communication

Overview

Subject code
CO

Course Number
306

Course Long Title
Interpersonal Communication

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO203 - Introduction to Communication

Learning Outcomes

Learning Objectives

1 Explain the different facets of culture and gender in interpersonal relationships

2 Describe the value of self-concept, self-esteem, and identity management

3 Identify how and why we form and maintain relationships

4 Analyze deceptive communication and conflict management in interpersonal relationships

5 Assess the role of emotion in interpersonal relationships

CO320 - Social Media

Overview

Subject code
CO

Course Number
320

Course Long Title
Social Media

Credits
3

Course Description
In this course, students will develop an understanding of the utilization and applicability of social media platforms for a variety of purposes. The course will feature theory and practice of using social media platforms, mobile communication strategies, and audiovisual and time-based media tools in social media strategically. Team projects will allow students to develop collaborative skills and demonstrate proficiency in using these communication technologies for business and professional purposes. Prerequisite: CO 221 or CS 103

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- CO221 - Visual Communication
- CS103 - Network Applications/Lab

Learning Outcomes

Learning Objectives

1 Apply communication theories and technological skills needed to operate various social media platforms and tools

2 Create and curate content for various social media platforms with consideration for privacy, effectiveness, and audience

3 Establish a digital presence that reflects brand and professional objectives

CO322 - Organizational Communication

Overview

Subject code
CO

Course Number
322

Course Long Title
Organizational Communication

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO203 - Introduction to Communication

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge of organizational communication theories and processes

2 Apply theories and concepts of organizational communication to everyday situations

3 Synthesize organizational communication theories and concepts to explain and respond to communication problems in organizational contexts

CO332A - Comm. Across Differences

Overview

Subject code
CO

Course Number
332A

Course Long Title
Comm. Across Differences

Credits
3

Course Description
This course provides an intersectional approach to understanding how difference-particularly race, culture, gender, sexuality, disability, and mental health-is constructed in and through communication. Grounded in the social scientific study of communication as human behavior related to meaning and messages, this course will teach students to engage with how these facets of identity affect and are affected by communication in contexts such as media, organizations, interpersonal relationships, and families. The course culminates in a hybrid final project that applies synthesis of academic research to public-facing communication for improving occupational fields, institutions, and communities.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Articulate how identity differences, such as race, culture, gender, sexuality, disability, and mental health, affect and are affected by communication

2 Interpret and explain communication research related to gender, race, disability etc

3 Apply this communication research to relevant contexts (work, career, etc) to improve issues related to diversity and difference

4 Identify credible sources and apply analysis and critical thinking to determine implicit or explicit biases

CO333 - Comm. Across Differences

Overview

Subject code
CO

Course Number
333

Course Long Title
Comm. Across Differences

Course Description
This course provides an intersectional approach to understanding how difference-particularly race, culture, gender, sexuality, disability, and mental health-is constructed in and through communication. Grounded in the social scientific study of communication as human behavior related to meaning and messages, this course will teach students to engage with how these facets of identity affect and are affected by communication in contexts such as media, organizations, interpersonal relationships, and families. The course culminates in a hybrid final project that applies synthesis of academic research to public-facing communication for improving occupational fields, institutions, and communities.

Academic Level
Undergraduate

CO334 - Commun in Public Relations

Overview

Subject code
CO

Course Number
334

Course Long Title
Commun in Public Relations

Credits
3

Course Description
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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO206 - Introd to Public Relations

Learning Outcomes

Learning Objectives

1 Explain how different types of public relation practices play a role in the field

2 Apply appropriate public relations theories to real-world practice of public relations

3 Demonstrate ability to write clear and concise messages to reach a particular audience using AP style

4 Analyze client communication needs to determine best tactics and tools to use to meet those needs

5 Create a comprehensive PR campaign to support client communication needs

6 Articulate the role of ethics in the practice of public relations

CO345 - Gender and Communication

Overview

Subject code
CO

Course Number
345

Course Long Title
Gender and Communication

Credits
3

Course Description
This course explores the study of communication and gender. Students will examine how communicative practices contribute to or resist the cultural construction of gender stereotypes. Students will investigate the impact of gender definitions on several relationships through an analysis of social, biological, linguistic, and cultural influences. Additionally, students will study communication behavior similarities and differences between the sexes. Prerequisite: CO 203 or instructor permission

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO203 - Introduction to Communication

Learning Outcomes

Learning Objectives

1 Describe how communication intersects with culture and gender

2 Define the bases for, theories of, and processes of gender specific communication

3 Clarify the difference between gender and sex

4 Identify stereotypes for masculine and feminine roles

5 Reflect on multiple perspectives of gender and sex

CO400 - Senior Research Seminar I

Overview

Subject code
CO

Course Number
400

Course Long Title
Senior Research Seminar I

Credits
3

Course Description
Senior Research Seminar I provides students with the opportunity to examine a communication issue in depth. Students will select a specific communication topic and conduct a thorough literature review and analysis on this topic in APA style. Further, students will lead a class seminar on their topics. Through their own research and active participation in the research and seminars of their class colleagues, students will integrate the seminar topics, other communication courses, and internship experiences to gain a broader understanding of the discipline. Prerequisite: CO or MCO major and senior standing

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Must be a senior CO OR MCO major.

Learning Outcomes

Learning Objectives

1 Differentiate between qualitative, quantitative, and textual methods in communication research, and determine which are most appropriate to the proposed research goal

2 Interpret and critically evaluate the results and methods of communication research studies

3 Synthesize finding and report the results of research studies in the form of a comprehensive literature review

4 Propose a communication study on the basis of a literature review, research question, and methodology

CO401 - Senior Research Seminar II

Overview

Subject code
CO

Course Number
401

Course Long Title
Senior Research Seminar II

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO400 - Senior Research Seminar I

Learning Outcomes

Learning Objectives

1 Design and implement and original communication research study

2 Evaluate current trends in communication research

3 Collect and analyze data for an original communication research study

4 Interpret data for an original communication research study

CO401C - Capstone

Overview

Subject code
CO

Course Number
401C

Course Long Title
Capstone

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CO400 - Senior Research Seminar I

CO500 - Journalism Workshop

Overview

Subject code
CO

Course Number
500

Course Long Title
Journalism Workshop

Credits
2

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO601 - Intercultural Communication

Overview

Subject code
CO

Course Number
601

Course Long Title
Intercultural Communication

Credits
3

Course Description
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 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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO603 - Communication Theory

Overview

Subject code
CO

Course Number
603

Course Long Title
Communication Theory

Credits
3

Course Description
This course provides 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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO606 - Organizational Communication

Overview

Subject code
CO

Course Number
606

Course Long Title
Organizational Communication

Credits
3

Course Description
The focus of this course is on strategies and tactics for reaching internal audiences. The need for gender and diversity training, work-life planning for employees, and developing assessment tools within the framework of the corporate culture of an organization will be explored.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO607 - Communication Research Methods

Overview

Subject code
CO

Course Number
607

Course Long Title
Communication Research Methods

Credits
3

Course Description
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.HYBRID

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO609 - Conflict Mgmt.& Negotiation

Overview

Subject code
CO

Course Number
609

Course Long Title
Conflict Mgmt.& Negotiation

Credits
3

Course Description
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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO610 - Crisis Communication

Overview

Subject code
CO

Course Number
610

Course Long Title
Crisis Communication

Credits
3

Course Description
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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO611 - Public Relations

Overview

Subject code
CO

Course Number
611

Course Long Title
Public Relations

Credits
3

Course Description
This course presents theories and practices of public relations in nonprofit organizations, with a focus on public relations writing in an institutional setting. Students will study public relations concepts, issues, and principles through case studies and discussion of ethical issues. The course emphasizes the need for well-informed, ethical practitioners with skills and abilities in key areas such as relationship building, strategic planning, reputation management, media monitoring and writing.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO612 - Health Communication

Overview

Subject code
CO

Course Number
612

Course Long Title
Health Communication

Credits
3

Course Description
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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Understanding of effective communication strategies and tactics health care goals

2 Ability to create and successfully execute an effective health communication campaign to assist patients and providers in achieving their public and population

1 Understanding of effective communication strategies and tactics health care goals

2 Ability to create and successfully execute an effective health communication campaign to assist patients and providers in achieving their public and population

CO616 - Integrated Marketing Comm.

Overview

Subject code
CO

Course Number
616

Course Long Title
Integrated Marketing Comm.

Credits
3

Course Description
Effective corporate communication in today's global marketplace necessitates the merging of the functions of marketing, advertising, public relations, and promotion. Integrated Marketing Communication will provide the theoretical and practical knowledge of how these areas can best work together to meet an organization?s challenges and solve its problems. The course will look at business firms and non- profit organizations, and will place special emphasis on public opinion and its role in the integrated marketing communication mix. Strategies for program planning and evaluation will be examined. Topics studied will include message consistency, managing the brand, use of traditional media, and web-based activities to maximize effectiveness.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO617 - Multi Media Social Media

Overview

Subject code
CO

Course Number
617

Course Long Title
Multi Media Social Media

Credits
3

Course Description
This hands-on course introduces students to some of the social media and multimedia tools that have become part of the professional writer?s skill set. The course will review best practices for blogging, Facebook, Twitter and other tools as well as exposing students to video editing, photo editing and audio production for the Web. Students will create projects using a selection of these tools. Guest speakers and readings will probe the social and cultural issues raised by new media. The goal is to help students create a tool kit and develop problem-solving skills that will be useful now and in the future.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO620 - Div.&Diff:Intercultural Comm.

Overview

Subject code
CO

Course Number
620

Course Long Title
Div.&Diff:Intercultural Comm.

Credits
3

Course Description
The course provides an in-depth study of communication as it operates in the challenging global framework of today's world. Understanding the various factors present in the diverse approaches to communication found in all sectors of human society around the globe will enable students to develop strong leadership skills that are applicable in the workplace and in the nonprofit and sports industries.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO620A - Comm. Across Differences

Overview

Subject code
CO

Course Number
620A

Course Long Title
Comm. Across Differences

Credits
3

Course Description
This course provides an intersectional approach to understanding how difference-particularly race, culture, gender, sexuality, disability, and mental health-is constructed in and through communication. Grounded in the social scientific study of communication as human behavior related to meaning and messages, this course will teach students to engage with how these facets of identity affect and are affected by communication in contexts such as media, organizations, interpersonal relationships, and families. The course culminates in a hybrid final project that applies synthesis of academic research to public-facing communication for improving occupational fields, institutions, and communities.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Articulate how identity differences, such as race, culture, gender, sexuality, disability, and mental health, affect and are affected by communication

2 Interpret and explain communication research related to gender, race, disability etc

3 Apply this communication research to relevant contexts (work, career, etc) to improve issues related to diversity and difference

4 Identify credible sources and apply analysis and critical thinking to determine implicit or explicit biases

5 Understand the basic social, economic, historical and political concepts that underlie diverse forms of human and institutional conditions and which are presented as oppression, prejudice and discrimination

6 Critically analyze your own values, beliefs, attitudes and behaviors that impact your encounters with diverse populations, viewpoints and ideologies

7 Become familiar with critical race theory, theories of oppression, and institutionalized injustice and use these theories appropriately

8 Develop critical skills of ethnographic research

1 Articulate how identity differences, such as race, culture, gender, sexuality, disability, and mental health, affect and are affected by communication

2 Interpret and explain communication research related to gender, race, disability etc

3 Apply this communication research to relevant contexts (work, career, etc) to improve issues related to diversity and difference

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7 Become familiar with critical race theory, theories of oppression, and institutionalized injustice and use these theories appropriately

8 Develop critical skills of ethnographic research

CO621 - Digital Branding & Strategy

Overview

Subject code
CO

Course Number
621

Course Long Title
Digital Branding & Strategy

Course Description
In this course, students learn the foundations of building an online professional or organizational strategy that develops and communicates an effective digital brand. To do so,

students will learn about successful brand identities, identify relevant buyer personas, and consider the role of AI, search engines, and other technologies in ethical organizational branding efforts. The course culminates in the creation of a digital branding strategy for an organization or campaign of the student's choosing, which will be executed in the CO 630 Storytelling & Engagement course.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO622 - DataAnalytics&Research Method

Overview

Subject code
CO

Course Number
622

Course Long Title
DataAnalytics&Research Method

Credits
3

Course Description
The various methodological approaches and ethical responsibilities of conducting research in communication will be analyzed. Students will study ways by which researchers find and evaluate documents and will learn about both qualitative and quantitative design and research.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO624 - Fund of Communication Theory

Overview

Subject code
CO

Course Number
624

Course Long Title
Fund of Communication Theory

Credits
3

Course Description
This course provides an overview of major communication theories, with an emphasis on the major subfields of communication, especially those relevant to sport and nonprofit communication. Emphasis is on socialization into the field of Communication in terms of its history, theoretical development, and writing and citations style. The course culminates in an extensive state-of-the-field literature review that provides theoretical grounding for the student's course of study.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Articulate the value of theory in the discipline of Communication

2 Interpret and critically evaluate communication theorizing

3 Apply relevant communication theory to research and problems and applied contexts

4 Understand the importance of communication theory

5 Develop knowledge of the historical development, conceptual frameworks, and current status of key communication theories

6 Engage in evaluation and analysis through discussion and critique of communication theories

1 Articulate the value of theory in the discipline of Communication

2 Interpret and critically evaluate communication theorizing

3 Apply relevant communication theory to research and problems and applied contexts

4 Understand the importance of communication theory

5 Develop knowledge of the historical development, conceptual frameworks, and current status of key communication theories

6 Engage in evaluation and analysis through discussion and critique of communication theories

CO628 - Organizational Communication

Overview

Subject code
CO

Course Number
628

Course Long Title
Organizational Communication

Credits
3

Course Description
The focus of this survey course is on providing students with a theoretical understanding of the communication issues and problems prevalent within organizational settings. Special attention will be paid to nonprofit and sport organizations, and the course will focus on applied research, both foundational and current, as the basis for learning. Topics will include organizational structure, culture, change, diversity, leadership, and globalization. The course will help students determine strategies and tactics for reaching internal and external audiences in order to provide effective communication within and without organizations.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Identify central terms, concepts, and theories in the area of organizational communication

2 Summarize and critique contemporary scholarship in organizational communication

3 Apply organizational communication theory and research to a problem or issue in your current or future organizational context

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2 Summarize and critique contemporary scholarship in organizational communication

3 Apply organizational communication theory and research to a problem or issue in your current or future organizational context

CO630 - New Multimedia Communication

Overview

Subject code
CO

Course Number
630

Course Long Title
New Multimedia Communication

Credits
3

Course Description
This hands-on course introduces students to some of the social media and multimedia tools that have become part of the professional writer's skill set. The course will review best practices for blogging, Facebook, Twitter and other tools as well as exposing students to video editing, photo editing and audio production for the Web.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Develop social media advertising objectives, strategies and tactics for a communication campaign or project

2 Make media program or campaign planning decisions that are informed by social media research and data

3 Recommend ethical ways to achieve target audience objectives for a social media campaign

4 Devise ways to maximize the budget for social media advertising

5 Create an approach to measure and evaluate the effectiveness of social media advertising in supporting a multichannel communication campaign or project's goals

1 Develop social media advertising objectives, strategies and tactics for a communication campaign or project

2 Make media program or campaign planning decisions that are informed by social media research and data

3 Recommend ethical ways to achieve target audience objectives for a social media campaign

4 Devise ways to maximize the budget for social media advertising

5 Create an approach to measure and evaluate the effectiveness of social media advertising in supporting a multichannel communication campaign or project's goals

CO631 - Storytelling & Engagement

Overview

Subject code
CO

Course Number
631

Course Long Title
Storytelling & Engagement

Course Description
In this course, students apply the concepts, contexts and tools of digital storytelling. Students will develop an understanding of the use of digital stories and storytelling and engagement techniques in mass communication contexts. Students will enact the vocabulary, concepts and practices of digital storytelling in a campaign or applied project for target audiences. They will use appropriate multimedia production tools to plan and create original digital stories.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

CO632 - Sports Communication

Overview

Subject code
CO

Course Number
632

Course Long Title
Sports Communication

Credits
3

Course Description
This course provides an overview of the organizations involved in the sports communication field. Topics include the major television and radio networks, leading magazines and newspapers, and marketing and advertising firms. Subjects include publishing, journalism, team and league media relations, college sports information, TV and radio productions, and advertising.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Understand the sports media and sports public relations process and the practical applications within the field

2 Know and understand the foundations of effective writing for sports media, sports journalism and sports public relations

3 Demonstrate an understanding of the basic skills necessary to effectively carryout day-to-day responsibilities in sports communication and sports information professions

4 Demonstrate ability to generate content, including effective writing, from a sports perspective

5 Demonstrate ability to integrate communications strategies with a sports organizations goals

6 Distinguish between sports communication perspectives and sports journalism

7 Distinguish in and among sports communication operations, issues and challenges in professional, intercollegiate and Olympic sports

8 Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sports organizations

9 Demonstrate skill for assisting athletes, coaches, sports executives and owners to handle media interviews

10 Demonstrate ability to manage use of social media by the organization, staff members and athletes

11 Demonstrate understanding of the ethics and values of sports communications

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3 Demonstrate an understanding of the basic skills necessary to effectively carryout day-to-day responsibilities in sports communication and sports information professions

4 Demonstrate ability to generate content, including effective writing, from a sports perspective

5 Demonstrate ability to integrate communications strategies with a sports organizations goals

6 Distinguish between sports communication perspectives and sports journalism

7 Distinguish in and among sports communication operations, issues and challenges in professional, intercollegiate and Olympic sports

8 Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sports organizations

9 Demonstrate skill for assisting athletes, coaches, sports executives and owners to handle media interviews

10 Demonstrate ability to manage use of social media by the organization, staff members and athletes

11 Demonstrate understanding of the ethics and values of sports communications

CO634 - Sports Marketing& Advertising

Overview

Subject code
CO

Course Number
634

Course Long Title
Sports Marketing& Advertising

Credits
3

Course Description
This course examines the range of promotional techniques being used in the modern sports industry. Topics include sponsorships, advertising, merchandizing, and the effects of commercialization.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Identify target markets and segments in various sports

2 Illustrate how the elements of the marketing mix apply to the sports industry

3 Develop a marketing and promotional strategy for a sports-related entity

4 Analyze the different types of sponsorship (team, league, individual) and their importance in marketing

5 Examine the legal and ethical issues of advertising and licensing

6 Understand the distinction between team and league marketing principles

7 Understand the distinction between local and national sports marketing techniques

8 Analyze the general theoretical principles influencing the marketing of sports

9 Understand the sports public marketing process and the practical applications within the field

1 Identify target markets and segments in various sports

2 Illustrate how the elements of the marketing mix apply to the sports industry

3 Develop a marketing and promotional strategy for a sports-related entity

4 Analyze the different types of sponsorship (team, league, individual) and their importance in marketing

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6 Understand the distinction between team and league marketing principles

7 Understand the distinction between local and national sports marketing techniques

8 Analyze the general theoretical principles influencing the marketing of sports

9 Understand the sports public marketing process and the practical applications within the field

CO637 - Sports Reporting

Overview

Subject code
CO

Course Number
637

Course Long Title
Sports Reporting

Credits
3

Course Description
This course focuses on researching and writing sports stories, including game coverage, magazine features, and opinion columns. Students will complete reporting and writing exercises.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 To understand that the role of the contemporary sports journalist involves multiple modalities and applications for their work as a multi-platform content provider

2 To engage with diverse ideas, individuals, groups and cultures to produce sports information accurately, fairly and under deadline situations across multiple news and public relations media platforms

3 To collect, comprehend, analyze, synthesize and critically incorporate source materials gathered from research, observation and interviews

4 To comprehend and apply mobile journalism strategies to deliver sports news through social, video, audio and digital applications for websites, phones, apps, and other emerging media

5 To create sports reports that are well-organized, focused, and cohesive and that apply proper use of Associated Press Style, grammar, spelling, word usage, and sentence structure

6 To comprehend legal and ethical issues affecting news media professionals

7 To comprehend strategies, rules, terminology, and practices for covering multiple sports

CO638A - Sports Capstone

Overview

Subject code
CO

Course Number
638A

Course Long Title
Sports Capstone

Credits
3

Course Description
A guided practical field experience, this course allows students to apply theoretical knowledge gained in the classroom to actual work settings in the communication field. Students must complete 100 hours at a site that specializes in their selected track (i.e., either sports communication or nonprofit communication). The course will culminate in a final reflection paper in which students analyze their internship experience using their skills in theory, research methods, and report writing.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 To explore career options and gain general work experience

2 To develop work competencies for a specific profession or occupation

3 To apply internship experience both inside and outside of the classroom

4 To reflect upon your internship experience and your mentor experience

1 To explore career options and gain general work experience

2 To develop work competencies for a specific profession or occupation

3 To apply internship experience both inside and outside of the classroom

4 To reflect upon your internship experience and your mentor experience

CO640 - Nonprofit Communication

Overview

Subject code
CO

Course Number
640

Course Long Title
Nonprofit Communication

Credits
3

Course Description
This course will introduce students to the marketing principles that nonprofit managers need to develop and implement a marketing plan. Students will be provided with case studies in order to understand the best practices in nonprofit communication and marketing, including social media, crisis management, and working with the press.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Explain key aspects of nonprofit communication theory and practice

2 Demonstrate expertise in a relevant area of nonprofit communication

3 Articulate connections within and across key areas of nonprofit communication

4 Employ effective teamwork to produce a collaborative project in an area of nonprofit communication

1 Explain key aspects of nonprofit communication theory and practice

2 Demonstrate expertise in a relevant area of nonprofit communication

3 Articulate connections within and across key areas of nonprofit communication

4 Employ effective teamwork to produce a collaborative project in an area of nonprofit communication

CO642 - Grant Writing

Overview

Subject code
CO

Course Number
642

Course Long Title
Grant Writing

Credits
3

Course Description
In this course, students will be exposed to the best practices for researching, writing, and following up on grants and other forms of fundraising for non-profits. It covers preparation of proposals to federal and local agencies, corporations and private foundations on behalf of 501 (c3) organizations as well as schools, charity groups and similar entities. The course will provide practical experience through partnerships with key non-profits. Students will learn how to write successful proposals including: case statement, goals and objectives, program budget, management plan and evaluation sections. Additionally, students will practice writing skills in non-profit management, such as the creation of effective fundraising letters and annual appeals.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Identify all components of standard grant proposals, and understand their basic logic and structure, including key terminology, and the purpose of supporting documentation

2 Design and write compelling, targeted grant proposals based on well-developed projects with activities and narratives which can be evaluated, and meet the criteria of being measurable, time bound, and sustainable

3 Understand the format of basic budgets, and be able to apply different grant prospecting techniques and conduct research to identify relevant foundations, and become familiar with fundraising techniques and processes beyond the formal project proposal

4 Analyze philanthropic relations and major developments in US philanthropy, understand contemporary philanthropic developments, and explore different types of foundation structures and rationale

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2 Design and write compelling, targeted grant proposals based on well-developed projects with activities and narratives which can be evaluated, and meet the criteria of being measurable, time bound, and sustainable

3 Understand the format of basic budgets, and be able to apply different grant prospecting techniques and conduct research to identify relevant foundations, and become familiar with fundraising techniques and processes beyond the formal project proposal

4 Analyze philanthropic relations and major developments in US philanthropy, understand contemporary philanthropic developments, and explore different types of foundation structures and rationale

CO644 - Pub&Priv Disasters:CrisisComm

Overview

Subject code
CO

Course Number
644

Course Long Title
Pub&Priv Disasters:CrisisComm

Credits
3

Course Description
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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Evaluate major communication theories and apply theory in workplace settings

2 Apply quantitative and qualitative research tools in professional settings

3 Employ effective techniques for communicating with people of diverse cultural backgrounds

4 Write clear and effective professional reports and messaging

5 Collaborate in small groups using effective teamwork skills

6 Design a strategic integrated marketing communication plan with new technologies in the field

1 Evaluate major communication theories and apply theory in workplace settings

2 Apply quantitative and qualitative research tools in professional settings

3 Employ effective techniques for communicating with people of diverse cultural backgrounds

4 Write clear and effective professional reports and messaging

5 Collaborate in small groups using effective teamwork skills

6 Design a strategic integrated marketing communication plan with new technologies in the field

CO646A - Nonprofit Capstone

Overview

Subject code
CO

Course Number
646A

Course Long Title
Nonprofit Capstone

Credits
3

Course Description
A guided practical field experience, this course allows students to apply theoretical knowledge gained in the classroom to actual work settings in the communication field. Students must complete 100 hours at a site that specializes in their selected track (i.e., either sports communication or nonprofit communication). The course will culminate in a final reflection paper in which students analyze their internship experience using their skills in theory, research methods, and report writing.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 To explore career options and gain general work experience

2 To develop work competencies for a specific profession or occupation

3 To apply internship experience both inside and outside of the classroom

4 To reflect upon your internship experience and your mentor experience

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3 To apply internship experience both inside and outside of the classroom

4 To reflect upon your internship experience and your mentor experience

COT390 - Computed Tomography Pract. I

Overview

Subject code
COT

Course Number
390

Course Long Title
Computed Tomography Pract. I

Credits
4

Course Description
This hands-on clinical practicum is the first in a sequence and focuses on the performance of computed tomography examinations in the clinical setting. Under the supervision of clinical preceptors' students will perform computed tomography examinations on patients in inpatient and outpatient facilities. Emphasis will not be limited to, but will be focused on cross sectional anatomy , image optimization, system controls, patient care, communication, and care of imaging equipment. Assessments will be administered through clinical competencies. In addition, discussion boards and case presentations are a required part of this course.

Academic Level
Undergraduate

School
School of Health Sciences

COT391 - Computed Tomography Pract. II

Overview

Subject code
COT

Course Number
391

Course Long Title
Computed Tomography Pract. II

Credits
4

Course Description
This hands-on clinical practicum is the second in a sequence and focuses on the performance of computed tomography examinations in the clinical setting. Under the supervision of clinical preceptors students will perform computed tomography examinations on patients in inpatient and outpatient facilities. Emphasis will be on obstetrical computed tomography, abdominal computed tomography, pelvic computed tomography, image optimization, system controls, patient care, communication, and care of computed tomography equipment. Assessments will be administered through clinical competencies. In addition, discussion boards and case presentations are a required part of this course.

Academic Level
Undergraduate

School
School of Health Sciences

CP600 - Soc.Cultural Foundation Counseling

Overview

Subject code
CP

Course Number
600

Course Long Title
Soc.Cultural Foundation Counseling

Credits
3

Course Description
The course will explore theories of culturally relevant counseling and examine issues and trends of a multicultural and diverse society. It will provide foundational knowledge of these topics and theories, and provide skills needed to provide mental health counseling services to diverse populations in a culturally competent manner. Emphasis will be placed on the role of social location, culture, environment, history, race, ethnicity, language, gender, sexual orientation, age, education, religious and spiritual orientation, and socioeconomic status as factors that greatly impact the lives of clients. Attention will be given to working from various sociopolitical lenses and sociocultural perspectives, as well as the examination of presenting issues unique to particular groups or populations. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP604 - Theories of Counseling I

Overview

Subject code
CP

Course Number
604

Course Long Title
Theories of Counseling I

Credits
3

Course Description
This course is one of a two-part series. The goals of this course are to: familiarize students with the prevalent counseling theories and psychotherapy research, how these models compare, overlap and contrast from one another, and how these therapeutic models appear congruent (or incongruent) with students' own beliefs and models of therapy. Theories of Counseling I will focus more on psychodynamic, attachment, person-centered, existential, experiential and classic behavioral theories, although both courses will provide foundations of formulation, conceptualization, integration and application of theory to client cases. This course will require students to conduct a critical analysis of both the tenets and techniques of these theoretical models, as well as their own philosophies regarding theories of therapeutic change and cure. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP605 - Theories of Counseling II

Overview

Subject code
CP

Course Number
605

Course Long Title
Theories of Counseling II

Credits
3

Course Description
This course is one of a two-part series. It will explore theories of culturally relevant counseling and the challenges and trends of a multicultural and diverse society. Theories of Counseling II will focus more on classic and specialized cognitive, feminist, cultural, acceptance commitment, mindfulness, positive psychology and integrative theories, but both courses will provide foundations of formulation, conceptualization, integration and application of theory to client cases. This course will require students to conduct a critical analysis of both the tenets and techniques of these theoretical models, as well as their own philosophies regarding theories of therapeutic change and cure. Students will develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, and enhanced understanding of culturally-sensitive practice. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP608 - Mental Health Across Lifespan

Overview

Subject code
CP

Course Number
608

Course Long Title
Mental Health Across Lifespan

Credits
3

Course Description
This course will focus on mental health at the various stages of the human experience, ways to support healthy development, provide developmentally appropriate clinical interventions, and support the holistic development of the whole person. Topics and cases will draw from theoretical, culturally contextual, and professionally relevant perspectives. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP610 - Prin &Techniques Counseling

Overview

Subject code
CP

Course Number
610

Course Long Title
Prin &Techniques Counseling

Credits
3

Course Description
This course is designed primarily as an in-depth skill development course in counseling technique, in which students practice counseling micro-skills and application of theoretical techniques. Through extensive use of role-play and experiential exercises, students will work with one another to demonstrate techniques utilized in the therapeutic relationship as an effective Mental Health Counselor. Students will have the opportunity to act as a counselor in role-play activities, as well as a consultant and supervisor for fellow students. Prerequisite: Admission to Graduate Counseling Programs or permission of Director. NOTE: Designated Practicum Course for Rhode Island licensure candidates.

Academic Level
Graduate

School
School of Health Sciences

CP612 - Ethical&legal Issues&consideration in Cp

Overview

Subject code
CP

Course Number
612

Course Long Title
Ethical&legal Issues&consideration in Cp

Credits
3

Course Description
The primary focus of this course is the understanding of professional roles and functions of mental health counselors, with particular emphasis on legal and ethical standards. Students will learn and practice ethical case conceptualization, analysis, and decision making as relates to clinical practice and demonstrate knowledge and understanding of the standards set by the code of ethics of the American Counseling Association, the American Mental Health Counselors Association, NAADAC Code of Ethics as well as licensure and regulatory mandates and practices, including BSAS counselor licensure regulations. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP614 - Psychopathology & Diagn Assess

Overview

Subject code
CP

Course Number
614

Course Long Title
Psychopathology & Diagn Assess

Credits
3

Course Description
This course will provide students with practice in the identification, diagnosis and mental health treatment planning for common mental health concerns, including substance use and dependency, psychological responses to psychosocial stressors, and other presenting problems as categorized in the DSM-5. Students will learn to evaluate the clients' symptoms in ways that have the potential to reduce biases inherent in diagnosis of members of diverse populations. Students will provide comprehensive case assessments, differential diagnoses, and treatment recommendations consistent with supporting client wellness for a variety of cases and case scenarios.

Academic Level
Graduate

School
School of Health Sciences

CP620 - Child&Adol.PsychopathologyTherapies

Overview

Subject code
CP

Course Number
620

Course Long Title
Child&Adol.PsychopathologyTherapies

Credits
3

Course Description
This course examines childhood psychological disorders from a biopsychosocial perspective. The course covers theory, research and controversies related to the nature, etiology and treatment of disorders that begin in childhood or adolescence. The impact of these disorders on the child's development and family and social functioning are considered. This course presents the guidelines and considerations for the identification, diagnosis and mental health treatment planning for common and challenging behavior in adolescents and children. Students will practice differential diagnosis and evaluate best practices and effective treatment strategies for working with youth populations. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP624 - Treating the Addictions

Overview

Subject code
CP

Course Number
624

Course Long Title
Treating the Addictions

Credits
3

Course Description
This course provides an overview of counseling philosophy, theory, techniques and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, healing and change will be studied and critiqued from recovery, multicultural and social-justice oriented frameworks. There will be an emphasis on the importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders. Students will acquire knowledge about prevention strategies, relapse prevention strategies, treatment planning, as well as the importance of family therapy and self-help groups and how they relate to psychosocial rehabilitation treatment outcome. Finally, this course will provide an overview the role of psychopharmacology in mental health, with particular focus on medications typically prescribed to assist individuals with mental health, addiction and dual-diagnosis experiences. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Post-Graduate Certificate Program or permission of GCP Director. NOTE: Designated Practicum Course for Rhode Island licensure candidates.

Academic Level
Graduate

School
School of Health Sciences

CP625 - Expressive Therapies & Comp.Treatments

Overview

Subject code
CP

Course Number
625

Course Long Title
Expressive Therapies & Comp.Treatments

Credits
3

Course Description
Expressive therapies and complementary treatment interventions provide counselors with a wide array of group and individual therapy strategies to help in situations in which verbal/talk therapy may be limiting. As counselors in training, students will explore the connections and parallels between therapeutic and creative processes. Students will participate in experiential exercises in various expressive modalities and learn how theory and client characteristics inform technique selection. Creative expression can drive or deepen therapeutic change in clients, as well as facilitate insight and growth for the counselor. Students in this course will practice individual and group delivery of a variety of expressive techniques. NOTE: Designated Practicum Course for licensure candidates.

Academic Level
Graduate

School
School of Health Sciences

CP630 - Clin Rsch Method,Eval,Interp.

Overview

Subject code
CP

Course Number
630

Course Long Title
Clin Rsch Method,Eval,Interp.

Credits
3

Course Description
Students in this course will explore the variety of types of social science research and evaluative methodologies and strategies that mental health counselors may encounter. The course will also cover APA format, data analysis, needs assessments, program evaluation, and ethical and legal considerations in conducting research. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP632 - Group Dynamics&Development

Overview

Subject code
CP

Course Number
632

Course Long Title
Group Dynamics&Development

Credits
3

Course Description
This course provides students with theoretical and experiential understandings of group development, purpose, dynamics, counseling theories, group counseling methods and skills, as well as leadership styles. Students will analyze the dynamics and practice the processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups. NOTE: Designated Practicum Course for Rhode Island licensure candidates. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP638 - Vocational Assess & Career Counseling

Overview

Subject code
CP

Course Number
638

Course Long Title
Vocational Assess & Career Counseling

Credits
3

Course Description
This course will introduce students to theory, research, and practice of vocational counseling and assessment, a prominent sub-discipline within counseling. Students will attain basic competence in providing individual career counseling services such as developing rapport, identifying career-related goals, developing conceptualizations grounded in career-theory, and providing career-related feedback to clients. Students will also attain basic competence in administering and interpreting a variety of vocational assessments (e.g., SII, MBTI, VAP) in addition to assessment report writing, and integration of assessment data into clinical practice. In addition to in class lectures, presentations, and discussions, this course requires students to engage in role-play consultation work with pseudo-clients. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP640 - Clinical Assessment & Eval.

Overview

Subject code
CP

Course Number
640

Course Long Title
Clinical Assessment & Eval.

Credits
3

Course Description
This course is designed to provide an overview of the most widely used cognitive, aptitude, projective and neuropsychological tools in the assessment of adults. Students will be encouraged to look critically at tests to determine utility and limitations, as well as to become familiar with the process of testing, including gathering background information, test selection, administration, scoring, and interpretation. The main goals of this course are to enhance clarity of referrals for testing, to increase collaboration with testing providers, and to deepen understanding of clients' test results. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP642 - Assess & Treatment of Trauma

Overview

Subject code
CP

Course Number
642

Course Long Title
Assess & Treatment of Trauma

Credits
3

Course Description
This course will provide an overview of approaches in assessing and treating individuals who have experienced trauma, including trauma co-occurring with substance use disorders. The role of counselors in the evaluation and treatment of trauma-related disorders will be examined, as well as approaches to address common challenges related to working with traumatized clients. Students will gain an understanding of the therapist role in treating trauma, as well as ways to effectively manage these challenges and maintain self-care. Students will learn about the neurobiological reactions to the experience of trauma while also exploring contextual factors related to the impact of trauma on the individual. The course will provide an overview of best practices in the processes of diagnostic assessment and case conceptualization of individuals who have experienced various kinds of trauma. Finally, this course will provide instruction in the leading approaches to treating trauma as well as their underlying theoretical foundations including the assessment of risk and crisis intervention strategies. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP644 - Counseling LGBTQI Individuals

Overview

Subject code
CP

Course Number
644

Course Long Title
Counseling LGBTQI Individuals

Credits
3

Course Description
This course is specifically designed to provide students with foundational knowledge regarding issues related to the health and well-being of LGBTQI+ individuals and the implications for their professional practice, skills for assessment and effective intervention, and depth in their awareness of personal beliefs systems and biases which impact their clinical practice with a LGBTQI+ clientele. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP646 - Counseling Families

Overview

Subject code
CP

Course Number
646

Course Long Title
Counseling Families

Credits
3

Course Description
In this course, students will examine theories and techniques in counseling families in the many forms that they emerge. Drawing from a variety of theoretical approaches, including family systems theory, and embodying culturally sensitive practice, students will learn to assess the systemic and specific needs of the unit, determine the goals of the individuals within the unit, and select the treatment modality best-suited for bringing about peaceful resolution for that unit. Learning will include topics of mandated reporting for abuse of children and elders, intimate partner violence, and working with couples and families who may have legal or social service involvement (e.g., divorce, foster care, adoption). Prerequisite: Admission to Graduate Counseling Programs or permission of Director. NOTE: Those seeking licensure in AK, AR, ME, MD, MN, MS, TX, VA, & WV must include this course in their curriculum.

Academic Level
Graduate

School
School of Health Sciences

CP650 - Biology, Psychopharm& Health Care Collab

Overview

Subject code
CP

Course Number
650

Course Long Title
Biology, Psychopharm& Health Care Collab

Credits
3

Course Description
Driven by a biopsychosocial framework, mental health counselors should understand the biological bases of emotion and behavior, collaborate with prescribers of medical and psychotropic drugs, advocate on behalf of their clients, and guide clients to advocate for their own care. Understanding the basic tenants of biological processes that drive and impact behavior allows students, as counselors-in-training, to consider the health and wellness of the whole person. Students will also familiarize themselves with commonly prescribed psychotropic drugs and examine the reciprocal relationships between health behaviors, medication adherence, mental health and recovery from alcohol and drug addictions.

Academic Level
Graduate

School
School of Health Sciences

CP654 - Adv. Sem:Gend&MenHlth Treat Disparities

Overview

Subject code
CP

Course Number
654

Course Long Title
Adv. Sem:Gend&MenHlth Treat Disparities

Credits
3

Course Description
In this seminar, students will consider the ways in which sex, gender, and human sexuality intersect with features such as age, race, ethnicity, ability, spirituality, and socioeconomic status. Through this intersectional lens and critical concepts drawn from social psychology, students will critically evaluate the origins of (and explore the possible remedies to) mental health treatment disparities. Students will also consider their own implicit and explicit biases and how those biases may impact treatment of clients of diverse intersectional identities. NOTE: Those seeking licensure in NY & OH must include this course in their curriculum. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP655 - Adv.Sem:Forensic Counseling

Overview

Subject code
CP

Course Number
655

Course Long Title
Adv.Sem:Forensic Counseling

Credits
3

Course Description
In this seminar, students will learn about the many intersections of law and mental health, including fitness to serve in law enforcement, military, and governmental roles; mental health interventions in juvenile justice, adult corrections, and societal reintegration; the evaluative process in competency to stand trial and the insanity defense; and the role of counselor as expert witness in custody and court proceedings. Common (depression/trauma) and rare (psychopathy, serial violence) mental health concerns will be discussed. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP656 - Adv.Sem:Personality Disorders

Overview

Subject code
CP

Course Number
656

Course Long Title
Adv.Sem:Personality Disorders

Credits
3

Course Description
In this seminar, students will deeply examine the various personality disorders and evidence-based treatments available to help those who meet diagnostic criteria for them. Conversely, we will explore treatments such as Dialectical Behavioral Therapy and the growing application across challenging to treat populations. Attention will be given to emerging interventions for clients for whom more standard previous treatments have failed. Prerequisite: Admission to Graduate Counseling Programs or permission of Director.

Academic Level
Graduate

School
School of Health Sciences

CP660 - Counseling Practicum I

Overview

Subject code
CP

Course Number
660

Course Long Title
Counseling Practicum I

Credits
3

Course Description
The practicum consists of a distinctly defined, pre-master's, supervised field experience totaling a minimum of 100 hours, including 40 hours of direct service, 5 hours of group supervision, 10 hours of individual supervision, and 10 hours of additional individual or group supervision. A practicum provides for the development of clinical mental health counseling and group work skills under licensure-approved supervision. A practicum may take place within an approved field setting and will be completed concurrently with a didactic course offering approved readings, intensive role-play, and supervision led by graduate program faculty. This practicum will include advocacy education and experience. CP 660 represents students' initial practicum, a required component to meet the educational and pre-master's field placement requirements for LMHC/LPC and similar counseling licensures. Prerequisite: CP 610 Principles and Techniques of Counseling and permission of program director and field placement coordinator. NOTE: Those seeking licensure in SC will complete 150 hours of practicum. Also, students in MAC: Addictions Counseling degree must be placed in an addictions treatment setting for practicum.

Academic Level
Graduate

School
School of Health Sciences

CP661 - Counseling Practicum II

Overview

Subject code
CP

Course Number
661

Course Long Title
Counseling Practicum II

Credits
3

Course Description
CP 661 is designed for students wishing to remain at their practicum sites beyond the required semester of Counseling Practicum allotted in CP660, for students who wish to explore a new practicum placement prior to attending their year-long internships, and/or for students whose state licensure boards require more practicum training than one semester of practicum allows. Prerequisite: CP 660

Academic Level
Graduate

School
School of Health Sciences

CP680 - Advanced Practice for Addict. Profess. I

Overview

Subject code
CP

Course Number
680

Course Long Title
Advanced Practice for Addict. Profess. I

Credits
3

Course Description
This is the first of two courses that focus on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course focuses on theoretical frameworks of addiction and related mental health counseling and nursing theories as well as the assessment, diagnosis, and treatment of addiction disorders across the lifespan. Course content includes both pharmacological and non-pharmacological interventions, healthcare systems and transdisciplinary addictions counseling competencies, cultural considerations, and the integration of common co-morbid psychiatric and medical conditions. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Post-Graduate Certificate Program or permission of GCP Director.

Academic Level
Graduate

School
School of Health Sciences

CP682 - Advance Practice Addict. Profess. II

Overview

Subject code
CP

Course Number
682

Course Long Title
Advance Practice Addict. Profess. II

Credits
3

Course Description
This is the second of two courses where students will continue to develop the essential knowledge, skills, and attitudes needed to assess, diagnose, and treat individuals, groups, and families experiencing addiction. Students will continue to synthesize course content and apply concepts related to transdisciplinary addictions counseling and/or advanced practice nursing direct care, leadership, and transdisciplinary roles. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Post-Graduate Certificate Program or permission of GCP Director.

Academic Level
Graduate

School
School of Health Sciences

CP686 - Addiction, Advocacy & Social Justice

Overview

Subject code
CP

Course Number
686

Course Long Title
Addiction, Advocacy & Social Justice

Credits
3

Course Description
This course will focus on advocacy and social justice theory as it relates to addiction treatment and recovery support. Students will engage in a detailed exploration and deconstruction of the history and systems of addiction treatment, drug laws and related policies, and specific theoretical approaches when working with special populations within the addictions field, all within the context of social justice and advocacy theories. Participants will investigate client needs and will develop professional responses/interventions that reduce stigma, increase agency for people with substance use disorders, and support transdisciplinary collaboration. Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Post-Graduate Certificate Program or permission of GCP Director.

Academic Level
Graduate

School
School of Health Sciences

CP688 - Behavioral&Process Addictions

Overview

Subject code
CP

Course Number
688

Course Long Title
Behavioral&Process Addictions

Credits
3

Course Description
This course provides an overview of the history, theory, and current research perspectives in the etiology, assessment, diagnosis and treatment of behavioral/process addictions. Specific attention will be paid to examining the similarities and differences between chemical/substance addictions and behavioral/process addictions. As this course is intended to add to the preparation of the counselor-in-training for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. In addition, this course includes special topics related to working with persons struggling with behavioral/process addictions (i.e. ethical considerations, multicultural competency, LGBTQI issues, special populations). Prerequisite: Admission to Graduate Counseling Programs or Transdisciplinary Addiction Professional Post-Graduate Certificate Program or permission of GCP Director.

Academic Level
Graduate

School
School of Health Sciences

CP690 - Clinical Internship I

Overview

Subject code
CP

Course Number
690

Course Long Title
Clinical Internship I

Credits
3

Course Description
This course provides institutional group supervision to students in their mental health internship placement. This format is designed to provide students with experiences in addition to the on-site supervision each student will receive. The class will use a developmental model to focus on counselor growth in competence (skills, techniques), purpose and direction (goal setting, direction in counseling), theoretical identity (application of theory), ethics, respect for individual differences and diversity, and counselor self awareness, sense of personal motivation, and development of appropriate autonomy. Internship provides for the advanced practice of clinical mental health counseling and group work skills under licensure-approved supervision. Agency, client contact, and supervision hours are dictated by each state's licensure board for the pre-master's internship, with a common expectation of 600 agency hours, 240 client contact hours, and 45 supervisory hours (15 individual, 15 group, 15 hours of additional individual or group supervision). NOTE: Students in Addictions Counseling must be placed in an addictions treatment setting for internship. Hours accrued can also be counted towards application for licensure as an Alcohol and Drug Counselor (LADC-1) in the Commonwealth of Massachusetts in the post-masters certificate program or Master of Arts in Counseling: Addictions Counseling degree. Prerequisite: B or better in CP660.

Academic Level
Graduate

School
School of Health Sciences

CP691 - Clinical Internship II

Overview

Subject code
CP

Course Number
691

Course Long Title
Clinical Internship II

Credits
3

Course Description
This course provides institutional group supervision to students in their mental health internship placement. This format is designed to provide students with experiences in addition to the on-site supervision each student will receive. The class will use a developmental model to focus on counselor growth in competence (skills, techniques), purpose and direction (goal setting, direction in counseling), theoretical identity (application of theory), ethics, respect for individual differences and diversity, and counselor self awareness, sense of personal motivation, and development of appropriate autonomy. Internship provides for the advanced practice of clinical mental health counseling and group work skills under licensure-approved supervision. Agency, client contact, and supervision hours are dictated by each state's licensure board for the pre-master's internship, with a common expectation of 600 agency hours, 240 client contact hours, and 45 supervisory hours (15 individual, 15 group, 15 hours of additional individual or group supervision). NOTE: Students in Addictions Counseling must be placed in an addictions treatment setting for internship. Hours accrued can also be counted towards application for licensure as an Alcohol and Drug Counselor (LADC-1) in the Commonwealth of Massachusetts in the post-masters certificate program or Master of Arts in Counseling: Addictions Counseling degree. Prerequisite: B or better in CP660.

Academic Level
Graduate

School
School of Health Sciences

CP692 - Mental Health Leadership I

Overview

Subject code
CP

Course Number
692

Course Long Title
Mental Health Leadership I

Credits
3

Course Description
This 2-course sequence allows students to synthesize learning experiences in the counseling curriculum and apply them to administrative, policy, and programmatic areas. Students will conduct a comprehensive evaluation of a program (or an aspect of a program) that serves in a mental health capacity. Program evaluations often include review of human resource allocations, availability of grant funding, agency collaborations, consistency of delivery, and specific treatment outcomes, depending on the results of an initial pre-evaluation needs assessment. A thorough review of literature and data will guide the evaluation, and conclusions will be shared with multiple, relevant constituencies. Prerequisite: Admission to Graduate Counseling Programs, the MA in Mental Health Research and Leadership degree program, or permission of Director. NOTE: This course is a requirement for the 48-credit MA in Mental Health Research and Leadership degree but it may be taken as an elective by students enrolled in the 60-credit MA in Counseling: Clinical Mental Health Counseling degree.

Academic Level
Graduate

School
School of Health Sciences

CP693 - Mental Health Leadership II

Overview

Subject code
CP

Course Number
693

Course Long Title
Mental Health Leadership II

Credits
3

Course Description
This 2-course sequence allows students to synthesize learning experiences in the counseling curriculum and apply them to administrative, policy, and programmatic areas. Students will conduct a comprehensive evaluation of a program (or an aspect of a program) that serves in a mental health capacity. Program evaluations often include review of human resource allocations, availability of grant funding, agency collaborations, consistency of delivery, and specific treatment outcomes, depending on the results of an initial pre-evaluation needs assessment. A thorough review of literature and data will guide the evaluation, and conclusions will be shared with multiple, relevant constituencies. Prerequisite: Admission to Graduate Counseling Programs, the MA in Mental Health Research and Leadership degree program, or permission of Director. NOTE: This course is a requirement for the 48-credit MA in Mental Health Research and Leadership degree but it may be taken as an elective by students enrolled in the 60-credit MA in Counseling: Clinical Mental Health Counseling degree.

Academic Level
Graduate

School
School of Health Sciences

CP694 - Research Proj & Master Thesis I

Overview

Subject code
CP

Course Number
694

Course Long Title
Research Proj & Master Thesis I

Credits
3

Course Description
This 2-course sequence allows students to conduct a research study under the supervision of a faculty mentor or field lab mentor, conduct a comprehensive literature review, collect/analyze data, and prepare a thesis manuscript. This course sequence provides an optimal experience for those wishing to continue their studies in a doctoral program, as well as graduates whose work will include research and outcome assessment. Students in the Research/Thesis sequence will have a committee of three scholars (at least one must be a Regis masters program faculty member) to review their work and conduct a formal defense. Prerequisite: Admission to Graduate Counseling Programs, the MA in Mental Health Research and Leadership degree program, or permission of Director. NOTE: This course is a requirement for the 48-credit MA in Mental Health Research and Leadership degree but it may be taken as an elective by students enrolled in the 60-credit MA in Counseling: Clinical Mental Health Counseling degree.

Academic Level
Graduate

School
School of Health Sciences

CP695 - Research Project & Master's Thesis II

Overview

Subject code
CP

Course Number
695

Course Long Title
Research Project & Master's Thesis II

Credits
3

Course Description
This 2-course sequence allows students to conduct a research study under the supervision of a faculty mentor or field lab mentor, conduct a comprehensive literature review, collect/analyze data, and prepare a thesis manuscript. This course sequence provides an optimal experience for those wishing to continue their studies in a doctoral program, as well as graduates whose work will include research and outcome assessment. Students in the Research/Thesis sequence will have a committee of three scholars (at least one must be a Regis masters program faculty member) to review their work and conduct a formal defense. Prerequisite: Admission to Graduate Counseling Programs, the MA in Mental Health Research and Leadership degree program, or permission of Director. NOTE: This course is a requirement for the 48-credit MA in Mental Health Research and Leadership degree but it may be taken as an elective by students enrolled in the 60-credit MA in Counseling: Clinical Mental Health Counseling degree.

Academic Level
Graduate

School
School of Health Sciences

CS103 - Network Applications/Lab

Overview

Subject code
CS

Course Number
103

Course Long Title
Network Applications/Lab

Credits
4

Course Description
This course presents an overview of computer hardware and software and provides hands-on experience using Windows, spreadsheet software, creating Web pages, and using the internet.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Explain how the evolution of communications and networking technologies has produced new business solutions

2 Differentiate between the standards, specifications, and technologies that drive current LAN connectivity

3 Examine the TCP/IP protocol family and how IP is used to support voice, video, data, and Internet communications

4 Analyze how Layer 2 networking technology is used for end-point connectivity and developing VLAN resiliency to meet business requirements

5 Describe how Layer 3 networking protocols are used to establish communications over the network

6 Describe the wireless standards and security methodologies used to increase business productivity

7 Explain how VoIP allows modern networks to carry regular voice traffic

8 Describe unified communications and Session Initiation Protocol

9 Analyze how fault, configuration, asset control, performance, security (FCAPS) is used for network management

CS104 - Programming Fundamentals I/Lab

Overview

Subject code
CS

Course Number
104

Course Long Title
Programming Fundamentals I/Lab

Credits
4

Course Description
This course introduces methods of problem solving, development of algorithms, designing, coding, debugging, and documenting programs. Topics include program development with objects, function calls, and implementation, selection and repetition control structures. Programming assignments in an object-oriented language.

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Rize

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- CS104X - Lab

Learning Outcomes

Learning Objectives

1 to develop a disciplined approach to problem-solving and algorithm development

2 to modify, design, code, debug and document programs using techniques ofgood programming style

3 to write programs in a high-level programming language Python using object-oriented concepts

CS105 - Programming Fundamentals Ii/Lab

Overview

Subject code
CS

Course Number
105

Course Long Title
Programming Fundamentals Ii/Lab

Credits
4

Course Description
A continuation of CS 104. Introduces design and implementation of classes, recursion, sorting and searching algorithms, dynamic data types, and advanced data structures such as linked lists. Prerequisite: CS 104

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 To continue the development of discipline in 1-program design, in style and expression, in debugging and testing

2 To use the features of JAVA

3 To design, implement and use classes

4 To solve problems using concepts of OOP

CS320 - Database Systems

Overview

Subject code
CS

Course Number
320

Course Long Title
Database Systems

Credits
3

Course Description
An introduction to the principles of database systems. Topics include data independence, relational, network and hierarchical data models, query facilities, security, and concurrent operations. Preq: CS 105 - Problem Solving & Programming Fundamentals II/Lab A continuation of CS 104. Introduces design and implementation of classes, recursion, sorting and searching algorithms , dynamic data types, and advanced data structures such as linked lists.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Be able to use the concepts and structures necessary to design and implement a database system

2 Understand the relational data model and be able to use basic queries (SQL)

3 Understand data integrity, reliability, and security techniques

4 Be aware of developments in the database area

CSD200 - Intro.Speech Lang. Pathology

Overview

Subject code
CSD

Course Number
200

Course Long Title
Intro.Speech Lang. Pathology

Credits
3

Academic Level
Undergraduate

School
-

Learning Outcomes

Learning Objectives

1 Explain principles and theories of human communication across the lifespan

2 Describe the nature of speech, language, hearing, and swallowing disorders

3 Discuss cultural and linguistic influences on human communication and the availability of services for individuals with auditory, speech and language disorders

4 Identify evidence-based clinical practices in speech-language pathology and audiology

5 Analyze research articles in speech-language pathology and audiology at an introductory level

CSD210 - Phonetics

Overview

Subject code
CSD

Course Number
210

Course Long Title
Phonetics

Credits
3

Course Description
An introduction to the study of speech sounds used in the production of American English. Emphasis is placed on (1) sound to symbol transcription using the International Phonetic Alphabet, as well as (2) development of transcription, speed, and accuracy of normal and abnormal speech. Anatomy and physiology of the speech mechanism are introduced for the purpose of describing speech sound production.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the vowels of English in terms of their tongue height, tongue advancement, tenseness, and rounding

2 Describe the consonants of English in terms of their place, manner, and voice characteristics

3 Transcribe speech samples produced by a preschool child with multiple sound errors using the symbols of the International Phonetic Alphabet (broad transcription)

4 Analyze the diacritics of the International Phonetic Alphabet and have a beginning ability to use these diacritics for narrow phonetic transcription

5 Identify prominent consonant error patterns in childrens speech in terms of substitution patterns involving place, voice, and/or manner

CSD300 - Speech Sci:A&P Speech Mechanism

Overview

Subject code
CSD

Course Number
300

Course Long Title
Speech Sci:A&P Speech Mechanism

Credits
3

Course Description
An introduction to the anatomy (structure) and physiology (function) of the systems and processes involved in speech production, with a focus on the respiratory, phonatory, articulatory, resonatory, and nervous systems.

Academic Level
Undergraduate

School
-

Learning Outcomes

Learning Objectives

1 Describe basic principles of genetics and the embryological development of craniofacial structures

2 Analyze normal and abnormal respiratory and laryngeal anatomy and physiology/neurophysiology, including changes across the lifespan affecting development of speech, language and swallowing

3 Distinguish the CNS systems and pathways important for communication, including speech, language, voice, swallow and hearing

4 Examine anatomical structures of the speech mechanism and their origin and insertion points and function

CSD310 - Language Development

Overview

Subject code
CSD

Course Number
310

Course Long Title
Language Development

Credits
3

Course Description
Acquisition of language including phonology, semantics, morphology, and syntax. This course will also address acquisition of pragmatics, the role of social factors such as gender and ethnic background in language acquisition, school-aged acquisition, literacy, and bilingualism. Receptive and Expressive language will be discussed.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe language development with respect to phonology, semantics, pragmatics, syntax, and morphology from birth through school-age children

2 Analyze different research paradigms associated with the study of language development

3 Describe neuroanatomical and neurophysiological attributes of language

4 Explain the diversity of language in other cultures

5 Discuss how knowwledge of language disorders assists with the identification of normal language development

6 Describe the basic linguistic terminology and concepts related to phonology, morphology, the lexicon (word forms and semantics), and syntax

7 Explain how different aspects of language are stored in the brain and accessed for production and comprehension by speakers with normal language and those with impaired language

CSD400 - Hearing Science

Overview

Subject code
CSD

Course Number
400

Course Long Title
Hearing Science

Credits
2

Course Description
This is the first part of a two-course sequence with Introduction of Audiology. This class discusses principles of normal hearing including the anatomy (structure) and physiology (function) of the auditory system, the physical properties of sound relevant to hearing assessment, techniques for hearing assessment, and auditory disorders

Academic Level
Undergraduate

School
-

Learning Outcomes

Learning Objectives

1 Analyze the relationships among acoustic measurements, including frequency, intensity, period, phase, wavelength, and speed of sound

2 Compare simple periodic, complex periodic, and aperiodic sound

3 Explain differences between airflow, air pressure, and speed of sound

4 Describe the anatomy and physiology of the peripheral auditory system

5 Analyze the non-linear relationships between acoustics and auditory perception

6 Compare and contrast approaches to evaluating the auditory system

7 Analyze the acoustic elements associated with the ear and hearing including the non-linear relationships between frequency and intensity

8 Describe masking and frequency resolution and how it applies to hearing

CSD401 - Introduction to Audiology

Overview

Subject code
CSD

Course Number
401

Course Long Title
Introduction to Audiology

Credits
2

Course Description
This is the second part of a two-course sequence with Hearing Science. This course provides an introduction to audiology where the rehabilitation of hearing is the main objective. Methods of assessing and treating hearing disorders, with both children and adults, are surveyed. This includes learning about amplification devices, auditory-visual training, and modes of communication for the deaf and hearing impaired. Disorders and conditions that are a result of hearing loss are also addressed. This course includes clinical observations and laboratory experiences for students to practice the clinical techniques taught during the lecture portion of class.

Academic Level
Undergraduate

School
-

Learning Outcomes

Learning Objectives

1 Examine the etiology of hearing loss

2 Identify disorders of the auditory system and select appropriate diagnostic procedures and intervention techniques

3 Evaluate the role of the audiologist and speech-language pathologist in implementing intervention techniques

4 Assess the impact of hearing loss with regards to educational, communicative, emotional, and socio-economic issues

5 Apply intervention techniques used to reduce/treat hearing loss issues in a controlled environment

CYS110 - Intro.to Cybersecurity/Lab

Overview

Subject code
CYS

Course Number
110

Course Long Title
Intro.to Cybersecurity/Lab

Credits
4

Course Description
This course introduces students to the interdisciplinary field of cybersecurity. It covers the development of information security into cybersecurity, cybersecurity theories and its applications to nations and society. In this course, students will be presented with multiple cybersecurity technologies, processes, and procedures. They will learn about how to analyze threats, conduct risk assessments, and develop effective strategies to counter cybersecurity problems. Prerequisite: CS 103

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CS103 - Network Applications/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- CYS110X - Lab

Learning Outcomes

Learning Objectives

1 Explain the concepts of information systems security as applied to an IT infrastructure

2 Describe how malicious attacks, threats, and vulnerabilities impact an IT infrastructure

3 Explain the role of access controls in implementing a security policy

4 Explain the role of operations and administration in effective implementation of security policy

5 Explain the importance of security audits, testing, and monitoring to effective security policy

6 Describe the principles of risk management, common response techniques, and issues related to recovery of IT systems

7 Explain how businesses apply cryptography in maintaining information security

8 Analyze the importance of network principles and architecture to security operations

9 Explain the means attackers use to compromise systems and networks and defenses used by organizations

10 Apply international and domestic information security standards and compliance laws to real-world implementation in both the private and public sector

CYS210 - RiskAnalysis&Comp.Threats/Lab

Overview

Subject code
CYS

Course Number
210

Course Long Title
RiskAnalysis&Comp.Threats/Lab

Credits
4

Course Description
This course examines the basics of cyber threats. Strategies about how to meet these threats, methods of investigation, and countermeasures, will be covered in this course. Students will engage in various exercises and case studies in which they apply methods and theories that represent best practices in the profession of cybersecurity.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- CYS210X - Lab

Learning Outcomes

Learning Objectives

1 Explain the basic concepts of and need for risk management

2 Explain methods of mitigating risk by managing threats vulnerabilities, and exploits

3 Identify compliancy laws, standards, best practices, and policies of risk management

4 Describe the components of an effective organizational risk management program

5 Describe techniques for identifying and analyzing relevant threats, vulnerabilities, and exploits

6 Describe the process of performing risk assessments

CYS220 - Digital Forensics

Overview

Subject code
CYS

Course Number
220

Course Long Title
Digital Forensics

Credits
4

Course Description
This course introduces students to methods and theories regarding digital forensics. Topics include computer storage, networks, data collection, computer architecture, and principles of basic evidence gathering. Students will also learn about how digital forensics best practices are influenced by outside trends and institutions. Prerequisite CYS 110

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- CYS220X - Lab

Learning Outcomes

Learning Objectives

1 Analyze the basic principles and Laws of computer forensics

2 Examine various computer crimes and methodologies of how they are investigated

3 Experiment with the proper approach to collecting, seizing, and protecting evidence

4 Apply techniques for hiding and scrambling information as well as how data is recovered

5 Demonstrate how to perform network analysis and intrusion response

CYS230 - Hacking &Penetration Testing

Overview

Subject code
CYS

Course Number
230

Course Long Title
Hacking &Penetration Testing

Credits
4

Course Description
This course is an introduction to ethical hacking and penetration testing. Areas of instruction include various tools and vulnerabilities of operating systems, software and networks used by malicious hackers to access unauthorized information. This course also addresses incident handling methods used when information security is compromised.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Explain the history and current state of hacking and penetration testing, including ethical and legal implications

2 Identify fundamental TCP/IP concepts and technologies related to networking

3 Describe cryptology

4 Identify basic equipment controls, physical area controls, and facility controls

5 Identify common information gathering tools and techniques

6 Analyze how port scanning and fingerprinting are used by hackers

7 Analyze how enumeration is used in conjunction with system hacking

8 Analyze wireless network vulnerabilities exploited by hackers

9 Perform web and database attacks

10 Identify and remove common types of malware from infected systems

11 Identify Trojans, backdoors, and covert communication methods

12 Perform network traffic analysis and sniffing by using appropriate tools

13 Analyze systems using Linux tools

14 Perform incident handling by using appropriate methods

15 Compare and contrast defensive technologies

CYS232 - NetworkDefense&Countermeasure

Overview

Subject code
CYS

Course Number
232

Course Long Title
NetworkDefense&Countermeasure

Credits
4

Course Description
This course should bring together thoroughly updated coverage of all basic concepts, terminology, and issues, along with the practical skills essential to network defense. The course should cover core topics such as practical applications of firewalls, intrusion detection systems, encryption fundamentals, operating system hardening, defending against virus attacks, Trojan horses and spyware, Ransomware, malware, security policies, and security standards. Also the course should fully address more specialized issues, including cryptography, industrial espionage and encryption - including public/private key systems, digital signatures, and certificates.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- CYS232X - Lab

Learning Outcomes

Learning Objectives

1 Examine attack types and how they operate

2 Analyze Intrusion-detection systems, VPN, Encryption, OS hardening

3 Analyze Trojan horses, spyware, Virus attacks and adware

4 Evaluate Security policies, system security assessment and Security standards

5 Examine Physical security and Disaster recovery

6 Evaluate Techniques used by attackers

7 Explore Forensics and Cyber terrorism

CYS234 - Comp.Crime & Criminal Justice

Overview

Subject code
CYS

Course Number
234

Course Long Title
Comp.Crime & Criminal Justice

Credits
4

Course Description
This course provides definitions, theoretical and operational contexts for understanding relationships between criminal activities and cybersecurity. A typology of computer related crime and of computer criminal tactics/ strategies, and psychologies/motivations will be examined. Law enforcement countermeasures will be presented with introductions to new technologies in forensic and crime fighting.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate an understanding of digital crime and digital terrorism;

2 Articulate the types, nature, and extent of digital crime;

3 Apply an understanding of the legislation and enforcement of digital crime;

4 Explore the future trends of digital crime

CYS315 - Operating Systems and Computer

Overview

Subject code
CYS

Course Number
315

Course Long Title
Operating Systems and Computer

Credits
4

Course Description
This course establishes the foundation for understanding information technology for a Cybersecurity career professional. A study of the basic concepts in computer organization, such as architecture and design. This includes logic design, fundamental computer components, mechanics of information transfer, and control."

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- CYS315X - Lab

Learning Outcomes

Learning Objectives

1 Examine the main functions of an operating system

2 Evaluate file systems in computer systems

3 Explore similarities and differences among operating systems

4 Analyze operating systems to improve organizational performance

5 Analyze process management in Windows and Linux operating systems

6 Use command-line interfaces and scripts

7 Analyze distributed file and directory techniques

CYS404 - Cyberethics, Laws & Privacy

Overview

Subject code
CYS

Course Number
404

Course Long Title
Cyberethics, Laws & Privacy

Credits
4

Course Description
Cyberethics, Laws and Privacy issues in Cyberspace: This course offers an overview of the legal processes involved in cybersecurity and privacy. The course also reviews common concepts in cyberspace, privacy, and the law. In addition, several federal and state laws and legal concepts that affect how governments and organizations think about cybersecurity will be reviewed. Finally, the course offers an overview of security policies that can be used to help protect information governance and covers policy issues including organizational behavior and cyberethics.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Recognize the fundamental concepts of information systems security (ISS), privacy, and legal protections

2 Explain the basic components of the American legal system

3 Identify select U S federal compliance laws and the legal aspects that affect information security and privacy

4 Describe state legal compliance laws addressing breach notification

5 Analyze intellectual property laws

6 Describe the role of contracts and identify legal issues in cyberspace

7 Examine the principles of information governance within organizations

8 Explain the importance of risk management and contingency planning

9 Explain the importance of proper forensic examination techniques to legal proceedings

CYS405 - Practicum/Internship

Overview

Subject code
CYS

Course Number
405

Course Long Title
Practicum/Internship

Credits
3

Course Description
Students will apply their knowledge of cybersecurity methods and skills working in sites off campus. They will be under supervision during their fieldwork.Pre-requisite: Undergraduate Senior status and/or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Must be a senior or receive permission from instructor.

CYS407 - Cybersecurity Capstone Project

Overview

Subject code
CYS

Course Number
407

Course Long Title
Cybersecurity Capstone Project

Credits
4

Course Description
Students must design and complete their own secure software systems and evaluate other student projects by locating flaws and weaknesses in them. Pre-requisite: Undergraduate Senior status and/or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Must be a senior or receive permission from instructor.

Learning Outcomes

Learning Objectives

1 Identify the objectives and detailed requirements of an Information Technology (IT) security services RFP

2 Explain the procedures of a vendor bidders conference

3 Plan and perform a security compliance gap analysis

4 Assess the effectiveness of existing security controls

5 Conduct an enterprise-wide security assessment

6 Prepare a qualitative risk and security assessment report

7 Develop a plan to mitigate risks identified during the risk and security assessment

8 Identify Business Impact Analysis (BIA), Business Continuity Plan (BCP), and Disaster Recovery Plan (DRP) requirements that meet clients needs

9 Design a layered security solution to protect IT assets

10 Present a formal RFP response

CYS407C - Capstone

Overview

Subject code
CYS

Course Number
407C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Academic Level
Undergraduate

School
School of Arts and Sciences

DA201 - Introd to Dance

Overview

Subject code
DA

Course Number
201

Course Long Title
Introd to Dance

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

DA204 - Movement/Physical Theatre

Overview

Subject code
DA

Course Number
204

Course Long Title
Movement/Physical Theatre

Credits
3

Course Description
This course is designed to examine both the process and product of physical craft in theatre. Each class is supported by a variety of music pieces: from contemporary pop and rap to world music. Classes begin with a warm-up designed to increase strength, flexibility, and coordination. This is followed by ensemble and work focusing on the development of theatrical expression through character and story. In this playful course no dance or movement experience is necessary.

Academic Level
Undergraduate

School
School of Arts and Sciences

DH001 - Clinical Board Practice

Overview

Subject code
DH

Course Number
001

Course Long Title
Clinical Board Practice

Course Description
Non credit non transcripted course

Academic Level
Undergraduate

School
School of Health Sciences

Course Type
Hidden Course

DH101 - Dental Hygiene Theory I

Overview

Subject code
DH

Course Number
101

Course Long Title
Dental Hygiene Theory I

Credits
3

Course Description
This course provides the history and foundation of clinical dental hygiene practice. The student will be introduced to the basic principles and skills necessary to provide oral health care. Emphasis is placed on such topics as: disease transmission and control; importance of detailed medical histories; measuring and recording vital signs; etiology and recognition of dental caries; stains; hard and soft deposits; intraoral and extra oral examinations; the dental hygiene treatment plan; indices and scoring methods; plaque control; fluoride treatments; and sealants. This course will introduce material that will be applied in the Pre-Clinical and Clinical Dental Hygiene courses to follow.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate a broad factual, conceptual and applied understanding of the history of dental hygiene, the dental health history and HIPAA

2 Explain the theory of disease transmission, chain of infection and the necessity of asepsis in dentistry. Demonstrate modes of infection control, the chain of infection and methods to ensure patient care items and environmental surfaces are safe for use, including identifying strategies that can prevent occupational exposures to blood and body fluids

3 Identify four vital signs and demonstrate understanding of the technique and ranges

4 Describe the anatomy of the oral mucosa and describe the structures that are visually inspected and palpated intra orally and extra orally Describe Hard Tissue examination Describe Prevention and Control of Dental Caries Demonstrate knowledge by preparing dental chartings and their legality

5 Explain the formation, changes, composition, and role of dental biofilm Describe the components of calculus and saliva

6 Describe understanding of polishing/selective polishing, stains, disclosing, indices and identify oral infection control

7 Discuss the types of fluoride and understand their differences Describe hypersensitivity and the methods of controlling it

8 Explain the dental hygiene diagnosis and dental hygiene care plan

DH102 - Medical Emergencies

Overview

Subject code
DH

Course Number
102

Course Long Title
Medical Emergencies

Credits
2

Course Description
Since the dental office is one of the major locations where people exhibit anxiety, medical emergencies may occur. This course teaches the Dental Hygiene student how to handle medical emergencies that may occur in the dental office, such as syncope, adrenal insufficiency, hyperventilation, asthma attacks, diabetic coma, insulin shock, CVA, epileptic seizures, anaphylaxis, angina pectoris and heart attacks. Emphasis will also be placed on oxygen delivery, emergency cart components, respiratory distress, congestive heart failure, drug related overdoses, rheumatic heart disease, heart murmurs, endocarditis, congenital heart defects, liver disorders, renal failure, organ transplants and blood disorders. Labs involve executing the role of each team member during role-playing emergencies in a clinical setting. Pre-requisite: DH 101

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate a broad understanding of the role of medical emergencies and the corresponding legal considerations in the dental hygiene process of care

2 Explain the importance of prevention of and preparation for medical emergencies in the dental setting

3 Describe the etiology, recognition, and management of the unconscious patient resulting from vasopressor syncope, postural hypotension, and acute adrenal insufficiency in the dental setting

4 Describe the etiology, recognition, and management of respiratory distress including foreign body obstruction, hyperventilation, asthma, heart failure, and acute pulmonary edema in the dental setting

5 Describe the etiology, recognition, and management of altered consciousness resulting from diabetes mellitus, thyroid gland dysfunction, and cerebrovascular accident in the dental setting

6 Describe the etiology, recognition, and management of seizures in the dental setting

7 Describe the etiology, recognition, and management and drug-related emergencies in the dental setting

8 Describe the etiology, recognition, and management of chest pain and cardiac arrest in the dental setting

9 Describe the etiology, recognition, and management of other emergencies in the dental setting including avulsed tooth, dicated jaw, hemorrhage, intraocular foreign body, and pacemaker/ICD malfunction

DH103 - Clinical Dental Hygiene I

Overview

Subject code
DH

Course Number
103

Course Long Title
Clinical Dental Hygiene I

Credits
3

Course Description
Instrument design and use, ergonomics, and infection control provide the didactic foundation for the pre-clinical lab. Lab: Hands-on application of techniques for the prevention of disease transmission, scaling, polishing, and oral health education for the prevention of dental disease at the beginner level. Students master the basic instrumentation skills through practice on dental models prior to performing services on peers. Students' progress individually in a competency-based approach to mastery of beginner level skills.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate proper ergonomics, positions, clock positions, instrument grasp, mirror and finger rests, and mathematical principles/anatomical descriptions

2 Describe instrument design and classification and demonstrate and discuss movement and orientation to tooth surface including adaptation, angulation, instrumentation strokes, and supragingival calculus removal

3 Demonstrate proper explorer technique

4 Demonstrate proper technique with the universal curet

5 Demonstrate proper technique with the area specific curet

6 Demonstrate proper power instrument technique including design and function

7 Demonstrate instrument sharpening techniques and care of broken tips

8 Demonstrate proper technique of periodontal probes and sickle scalers including problem identification

DH104 - Clinical Dental Hygiene II

Overview

Subject code
DH

Course Number
104

Course Long Title
Clinical Dental Hygiene II

Credits
3

Course Description
This course includes the clinical application of course material from DH 101 and 103, plus clinical experience in taking medical and dental histories, oral examination, fluoride treatments, sealants and dental charting while providing patient care in the dental hygiene clinic. Students receive instruction in providing dental hygiene care by various instructors in one-to-one teaching situations, as well as one-to-five instructor-to-student ratio. Students work at the beginner clinical skill level. Patients range in age from pre-school to geriatric with levels of difficulty in dental hygiene treatment ranging from healthy periodontal status to slight chronic periodontitis. Students are responsible for patient recruitment when the clinic office does not schedule patients for them. Pre-requisite: DH 101, DH 103, DH 105, DH 106, DH 170

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Integrate skills to provide evidence-based comprehensive Dental Hygiene Process of Care

2 Demonstrate ethical behavior and regard for patient safety in all aspects of Dental Hygiene Process of Care in compliance with local, state, and federal guidelines

DH104XA - Dental Hygiene Clinic II Lab

Overview

Subject code
DH

Course Number
104XA

Course Long Title
Dental Hygiene Clinic II Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH104XB - Dental Hygiene Clinic II Lab

Overview

Subject code
DH

Course Number
104XB

Course Long Title
Dental Hygiene Clinic II Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH105 - Dental Anatomy & Histology

Overview

Subject code
DH

Course Number
105

Course Long Title
Dental Anatomy & Histology

Credits
2

Course Description
A detailed study of the form and function of the deciduous and permanent dentitions with emphasis on the histologic development of tooth tissues and root morphology. Basic dental terminology, oral cavity landmarks, and patterns of tooth eruption will also be studied. This course includes hands-on study of synthetic teeth. Pre-requisite: BI 105 and BI 106 with a grade of B- or better

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the basic functions of teeth and the terms used to describe them

2 Describe and identify morphologic characteristics of incisors, canines, premolars, molars and their associated potential disease processes

3 Explain the morphologic characteristics and functions of deciduous teeth along with their eruption and shedding patterns

4 Describe the embryology and histology of teeth and their various components (enamel, dentin, cementum, pulp) Recognize and identify anomalies of tooth development

5 Demonstrate an increased attention to detail when communicating about the human dentition in drawing and in practice

6 Differentiate between individual teeth and their anatomical features Relate these features to clinical practice

DH106 - Head & Neck Anatomy & Embryology

Overview

Subject code
DH

Course Number
106

Course Long Title
Head & Neck Anatomy & Embryology

Credits
3

Course Description
The study of the embryonic origin and anatomy of the structures of the head and neck with emphasis on tooth development, cranial nerves, muscles of mastication and facial expression, the temporomandibular joint, and the vascular and lymphatic systems. Students learn head and neck structures by studying human skulls. Pre-requisite: BI 105 and BI 106 with a grade of B- or better

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the terms associated with the facial structures and the oral cavity Identify the surface anatomy of the head and neck region on a photograph or plastic skull

2 Explain the developmental origins of head and neck structures Identify primordial structures of the embryo and relate these to fully develop features

3 Explain the osteology of the skull, nose, nasal cavity, and paranasal sinuses Discuss the bony openings of the skull and the structures that pass through these openings

4 Discuss the muscles of facial expression, the muscles of mastication, hyoid, the sternocleidomastoid muscle and the triangles of the neck

5 Discuss the temporomandibular joint (TMJ) and its related structures Demonstrate and understanding of the joint disc, capsule, ligaments and muscles of mastication

6 Discuss arterial supply and venous drainage of the head and neck region

7 Explain the salivary glands, tongue and specialized mucosa of the head and neck region

8 List the nerves involved in the head and neck region including the cranial nerves, the autonomic nerves, the trigeminal nerve and their clinical importance

9 Describe the lymphatic system, fasciae, and spaces in the head and neck region and their role in the spread of infections

DH108 - Periodontology

Overview

Subject code
DH

Course Number
108

Course Long Title
Periodontology

Credits
3

Course Description
An in-depth study of the etiology and classification of periodontal disease and current periodontal therapies pertinent to dental hygiene practice. The effects of smoking, malocclusion, diabetes etc. on periodontal and total health are covered. Periodontal surgery and non-surgical therapies, plaque control techniques and formulating a dental hygiene treatment plan for periodontal patients are emphasized. Pre-requisite: DH 101 and DH 170

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the function of and identify the periodontium (the tooth-supporting structures

2 Explain an overview of periodontal diseases including disease classification and the corresponding microscopic anatomy

3 Describe the clinical features of the gingiva during health and gingival diseases including chronic periodontitis

4 Discuss the roles of oral biofilms, immunity & inflammation, and etiologic factors on the periodontium in both health and disease states

5 Explain the importance of the periodontal assessment during nonsurgical periodontal therapy, including the role of nutrition, tobacco, and smoking

6 Discuss the host response, including the impact of systemic and local factors

7 Identify the patients role including host modulation and the use of irrigation and chemical agents

8 Discuss the importance of maintenance, patient motivation, and periodontal emergencies

9 Explain potential surgical concepts regarding the periodontdium, including dental implants

10 Discuss the importance of the perio-systemic link and radiographic analysis

11 Discuss the concept of aggressive periodontitis and necrotizing periodontal diseases

DH120 - Dental Hygiene Theory II

Overview

Subject code
DH

Course Number
120

Course Long Title
Dental Hygiene Theory II

Credits
2

Course Description
Since the dental office is one of the major locations where people exhibit anxiety, medical emergencies may occur. This course teaches the Dental Hygiene student how to handle medical emergencies that may occur in the dental office, such as syncope, adrenal insufficiency, hyperventilation, asthma attacks, diabetic coma, insulin shock, CVA, epileptic seizures, anaphylaxis, angina pectoris and heart attacks. Emphasis will also be placed on oxygen delivery, emergency cart components, respiratory distress, congestive heart failure, drug related overdoses, rheumatic heart disease, heart murmurs, endocarditis, congenital heart defects, liver disorders, renal failure, organ transplants and blood disorders. Labs involve executing the role of each team member during role-playing emergencies in a clinical setting. Pre-requisite: DH 101 and DH 103

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Summarize special needs and the importance of proper patient evaluation and assessment in the dental hygiene process of care, especially with patients who have special needs

2 Explain how diabetes mellitus, chronic kidney disease, and dialysis can impact the dental hygiene process of care

3 Describe how cardiovascular diseases can impact the dental hygiene process of care

4 Summarize the importance of smoking and tobacco use cessation and sleep-breathing disorders with regards to the practice of dental hygiene

5 Discuss how drug and alcohol abuse and liver disease can impact the dental hygiene process of care

6 Explain the importance of accessing evidence-based information and research in the appropriate databases

7 Explain the special considerations necessary for pregnancy, the pediatric patient, and organ transplantation during the dental hygiene process of care

8 Explain the impact of pulmonary disease, blood disorders, and patients with cancer on the dental hygiene process of care

9 Explain special considerations necessary for the older adult patient (including the care of a dental prosthesis) and patients with a disability during the practice of dental hygiene

10 Summarize how allergy and rheumatologic disorders can impact the dental hygiene process of care

11 Describe the impact of gastrointestinal disease, adrenal insufficiency, and thyroid disease on the dental hygiene process of care

12 the impact of sexually transmitted diseases, AIDS, HIV infection and related conditions on the dental hygiene process of care

13 Describe the impact of neurological disorders, anxiety, eating disorders, and psychiatric disorders on the dental hygiene process of care

DH148 - Dental Materials

Overview

Subject code
DH

Course Number
148

Course Long Title
Dental Materials

Credits
3

Course Description
A study of the science of dental materials including the physical, chemical and biological properties, manipulation, and care of materials used in the prevention and treatment of oral disease. The scientific and clinical properties of precious and nonprecious metals, ceramics, dental amalgams, acrylic plastics, filled and non-filled resins, porcelains, impression materials, implant materials, whitening agents, and various waxes are examples of areas studied. The laboratory exercises are designed to illustrate the properties, application and uses of selected materials presented in lecture with special emphasis on the materials within the scope of the practice of Dental Hygiene. Pre-requisite: DH 103 and DH 105

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the principles of material science as it is pertinent to materials used in dentistry according to physical, mechanical and chemical characteristics

2 Demonstrate the manipulation and production of taking non-aqueous and alginate impressions intra-orally

3 Demonstrate the manipulation and production of a study model, cast or die using gypsum products

4 Explain the properties and indications for dental restorative materials

5 Prepare athletic mouth guards

6 Demonstrate and discuss all dental whitening techniques

7 Discuss and demonstrate the indications and techniques for periodontal dressings and suture removal

8 Apply infection control and safety procedures in laboratory and clinical settings

9 Implement homecare instruction in treatment planning a patient with specifics to the dental materials that are present

DH148XA - Dental Materials Lab

Overview

Subject code
DH

Course Number
148XA

Course Long Title
Dental Materials Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH148XB - Dental Materials Lab

Overview

Subject code
DH

Course Number
148XB

Course Long Title
Dental Materials Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH170 - Dental Radiology

Overview

Subject code
DH

Course Number
170

Course Long Title
Dental Radiology

Credits
3

Course Description
This course is an in-depth study of the theory and principles of x-radiation used in the exposure, processing and mounting of dental radiographs. Recognition and interpretation of normal and abnormal conditions visible on dental radiographs and the identification of the hazards and safety precautions eminent to radiographic procedures will be covered. The laboratory sessions will provide experience in intraoral and extra-oral radiographic techniques on manikins, digital x-ray, panoramic xray, processing and mounting procedures. Students will expose a Full Mouth Series of radiographs on a patient at the end of the course.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate a broad factual and conceptual knowledge of dental radiology

2 Describe and identify safety protocols in dental radiology

3 Integrate assessment techniques, on-line resources and radiographic interpretation skills to provide comprehensive patient care

4 Expose radiographs to a level of diagnostic competency

5 Demonstrate the knowledge to identify ethical situations that emerge in dental radiography

DH170XA - Dental Radiology Lab

Overview

Subject code
DH

Course Number
170XA

Course Long Title
Dental Radiology Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH170XB - Dental Radiology Lab

Overview

Subject code
DH

Course Number
170XB

Course Long Title
Dental Radiology Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH203 - Dental Hygiene Clinic III

Overview

Subject code
DH

Course Number
203

Course Long Title
Dental Hygiene Clinic III

Credits
4

Course Description
Novice, skill level II of clinical patient care is a continuation of DH 104 skill level I with increased clinical time and exposure to a variety of patients and clinical procedures. The students will treat more difficult periodontal case types that will challenge their clinical skills. Emphasis will be on integrating therapeutic oral health services with prevention and implementation of instrumentation at a higher skill level. Students will be scheduled at the Dental Center and at an extramural assignment in a variety of dental settings in the greater Boston area. Transportation to the extramural site is the responsibility of the student. Students are responsible for patient recruitment when the clinic office does not schedule patients for them. Pre-requisite: DH 102, DH 104, DH 108 and DH 148

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Integrate skills to provide evidence-based comprehensive Dental Hygiene Process of Care assessment, dental hygiene diagnosis, planning, implementation, and evaluation

2 Demonstrate ethical behavior and regard for patient safety in all aspects of Dental Hygiene Process of Care in compliance with local, state, and federal guidelines

DH204 - Dental Hygiene Clinic IV

Overview

Subject code
DH

Course Number
204

Course Long Title
Dental Hygiene Clinic IV

Credits
4

Course Description
Second-year students will continue alternating between extramural assignments in a variety of dental settings in the greater Boston area and the Dental Center. The senior student will demonstrate the ability to synthesize and conceptualize all knowledge, theory and clinical skills previously learned to provide care at the advanced skill level IV, an entry-level (or above) proficiency required of a licensed dental hygienist. The students will treat more difficult periodontal case types utilizing advanced instrumentation and fulcrums. Transportation to the extramural site is the responsibility of the student. Students are responsible for patient recruitment when the clinic office does not schedule patients for them. Pre-requisite: DH 203, DH 213, and DH 215

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Integrate skills to provide evidence-based comprehensive Dental Hygiene Process of Care assessment, dental hygiene diagnosis, planning, implementation, and evaluation

2 Demonstrate ethical behavior and regard for patient safety in all aspects of Dental Hygiene Process of Care in compliance with local, state, and federal guidelines

DH204XA - Dental Hygiene Clinic IV Lab

Overview

Subject code
DH

Course Number
204XA

Course Long Title
Dental Hygiene Clinic IV Lab

Course Description
Dental Hygiene Clinic IV Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH204XB - Dental Hygiene Clinic IV Lab

Overview

Subject code
DH

Course Number
204XB

Course Long Title
Dental Hygiene Clinic IV Lab

Course Description
Dental Hygiene Clinic IV Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH205 - Pharmacology

Overview

Subject code
DH

Course Number
205

Course Long Title
Pharmacology

Credits
3

Course Description
This course incorporates the basic concepts of pharmacology including pharmacokinetics, pharmacodynamics, diverse reactions, mechanisms of action, and drug interactions for commonly used groups of drugs with emphasis on drugs used in dentistry. It also includes the effects of age and culture on drug treatment, mathematics of drugs and solutions, prescription writing and principles of client teaching regarding drug treatment. Principles of pain management, types of anesthetics and sedations, adverse reactions and contraindications are studied. Pre-requisite: DH 102 and DH 120

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate a broad understanding of the role of pharmacology in the dental hygiene process of care, drug action and handling, and adverse reactions

2 Explain the role of the autonomic nervous system and the drugs that affect it

3 Describe the use of local anesthetics, general anesthetics, and antianxiety drugs in the field of dental hygiene

4 Describe the drugs for pain control used in the practice of dental hygiene

5 Summarize the fundamentals of substance use disorders

6 Summarize the antiinfective agents used to treat or prevent infections in the practice of dental hygiene

7 Explain the importance of antifungal, antiviral agents, oral conditions, fluoride supplement dosing, and the treatment of acute and chronic fluoride toxicity with regards to the practice of dental hygiene

8 Describe the role of antineoplastic drugs and herbal & natural remedies/supplements with regards to the practice of dental hygiene

9 Explain the importance of drugs used to treat gastrointestinal diseases, respiratory disorders, and allergic rhinitis with regards to the practice of dental hygiene

10 Explain the significance of pregnancy and breastfeeding and emergency drugs with regards to the practice of dental hygiene

11 Explain the importance of drugs used to treat cardiovascular diseases with regards to the practice of dental hygiene

12 Explain the importance of drugs used to treat seizures and central nervous system disorders with regards to the practice of dental hygiene

13 Explain the role of adrencocorticosteroids, drugs used to treat diabetes mellitus, and other endocrine disorders with regards to the practice of dental hygiene

DH206 - Dental Ethics & Practice Mgmt

Overview

Subject code
DH

Course Number
206

Course Long Title
Dental Ethics & Practice Mgmt

Credits
2

Course Description
Emphasis will be placed on ethics and jurisprudence for the dental hygienist in this course. The ethical decision-making model will be applied to various case studies. Value determination, dilemma resolution, and sexual harassment will be discussed. A thorough study of the Massachusetts State Dental Practice Act and Regulations will be conducted. This course will prepare the dental hygienist for employment and ultimate attainment of professional goals. Emphasis will be placed on developing a complete resume and interview package, business office systems, computer application in dentistry, innovative appointment scheduling, telephone skills, developing a recall system, bookkeeping, inventory control, insurance claims, marketing, advertising and occupational burnout. Pre-requisite: DH 203

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Discuss and utilize critical thinking and problem solving to determine ethical decisions for case studies

2 Demonstrate evidence-based research methods to construct, design, and deliver an ethical argument on a specific topic relevant to dental hygiene

3 Demonstrate communication skill involving ethical issues in dental hygiene practice

4 Discuss and explain how to locate information on current topics relating to ethical patient care online

5 Discuss and identify the standards of the ADHA by demonstrating their use in dental hygiene practice through case study discussion and role-play

6 Demonstrate and utilize the Ethical Decision-Making Model in an ethical problem team project with each side of the question taken and supported through use of the Model

7 Discuss and identify lapses in regulations and ethics given scenario of private practice or other oral health setting

8 Students will be able to articulate the role of ethics in other professions

DH207 - General & Oral Pathology

Overview

Subject code
DH

Course Number
207

Course Long Title
General & Oral Pathology

Credits
3

Course Description
The principles of general pathology in relationship to disease of the teeth, soft tissues, and supporting structures of the oral cavity are the focus of this course. The importance of early recognition of abnormal conditions in the mouth is emphasized. Inflammation and healing, growth disturbances, blood and lymph nodes, GI an urinary tracts, the endocrine system and microbiologic diseases will be discussed. Pre-requisite: DH 105, DH 106 and DH 170

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate an understanding of the diagnostic process and variants ofnormal with regards to the preliminary diagnosis of oral lesions

2 Explain the processes of inflammation & repair in oral pathology

3 Describe the role of immunity & immunologic oral lesions in oralpathology

4 Explain the role of infectious diseases in oral pathology

5 Summarize the importance of developmental disorders in oral pathology

6 Describe the role of genetics in oral pathology temporomandibular joint

7 Explain the role of neoplasia in oral pathology

8 Describe the role of nonneoplastic diseases of bone in oral pathology

9 Explain the link between oral pathology and manifestations of systemic diseases

10 Summarize the link between oral pathology, orofacial pain, & diseases affecting the temporomandibular joint

DH209 - Public and Community Health

Overview

Subject code
DH

Course Number
209

Course Long Title
Public and Community Health

Credits
3

Course Description
This course will introduce the dental hygiene student to the basic concepts of community dental health. The methods used to measure dental disease in a population and the process used to plan a community intervention program designed to improve oral health will be discussed. Effective preventive treatment programs will be discussed and the methods used to evaluate effectiveness will be explained. Community dental research principles will be explored and students will be involved in simple statistical analyses. Students will apply public health/health education principles by designing and presenting dental health education projects to various audiences. Pre-requisite: DH 101, DH 104 and DH 148

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the historical evolution of dental hygiene as a dental public health science and dental hygiene public health careers

2 Define the roles of a dental hygienist within a community setting, as a member of health care teams and within collaborative frameworks, how to assess a community

3 Discuss the community based dental care delivery systems operating in the United States Discuss the social, political, psychological, cultural, and economic factors that affect utilization of the system and the trends that may affect the future delivery of public dental health

4 Describe the state of oral health in the United States and the government influence on the dental care delivery system and funding

5 Discuss the access of care as it relates to dental settings and the role of the dental hygienist in the prevention and control of oral diseases and promotion of optimum health

6 Evaluate knowledge and skills used to effectively promote oral health education

7 Advocate for prevention, control, and treatment of oral diseases

8 Evaluate knowledge and skills in program planning and evaluation

9 Defend the need for preventative measures in dental public health practices

10 Discuss fluoridation in community water, dental products, and as a preventative measure

11 Be able to evaluate literature and apply evidence-based dental hygiene practice

12 Assess, diagnose, plan, implement, and evaluate a community-based program

13 Read and review evidence-based case studies

14 Formulate channels of communication to promote interprofessional community collaboration and understand the importance of collaborating with others in a community to help elicit change

15 Use critical thinking, problem-solving skills, and evidence-based decision making when presented with a public health community problem

DH213 - Dental Hygiene Theory III

Overview

Subject code
DH

Course Number
213

Course Long Title
Dental Hygiene Theory III

Credits
2

Course Description
Emphasis will be on integrating therapeutic oral health services with prevention, treatment planning and developing advanced instrumentation skills to treat more difficult patients. A weekly lecture covers topics such as advanced fulcrums and instrumentation, deep pocket access curets, root planing, gingival curettage, power scaling, oral irrigation, chemotherapeutic agents such as: minocycline, doxycycline, chlorhexidine, implant care, gingival retraction cord, perio paks, and suture removal. Pre-requisite: DH 108, DH120, DH 148 and DH 170

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Decide which evidence-based nonsurgical periodontal therapies are appropriate for periodontal patients

2 Assess periodontal therapy response during and after therapy has been provided and based on the findings modify the dental hygiene treatment plan to accommodate the patients needs

3 Utilizing case studies integrate the code of ethics in the dental hygiene decision making process

4 Compose dental hygiene treatment plans to address gingivitis and periodontitis and provide a rationale based on systemic factors, host factors, limitations of therapy, contraindications, cultural beliefs, and medications Example nutrition, tobacco use, etc

5 Design a periodontal case study around a clinic patient using all of the key components to determine periodontal classification, recommended therapy based on all aspects of the patient, provided therapy, and future recommendations

6 Research new technologies and advancements in the treatment of periodontal disease to develop lifelong learning skills as well as the application in a real life setting

DH214 - Dental Hygiene Theory IV

Overview

Subject code
DH

Course Number
214

Course Long Title
Dental Hygiene Theory IV

Credits
3

Course Description
This course will address oral health research; considerations in the design, conduct, evaluation and reporting of research will be introduced. Professional research reports and information gathered in DH 209 will be utilized. Inferential statistics will be introduced. Students are expected to conduct their own research project and follow up with a written report. Pre-requisite: DH 101, DH 120, DH 209 and DH 213

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Acquire skills necessary to apply the Evidenced Based Dentistry Decision Making (EBDM) process

2 Demonstrate an introductory level of factual, conceptual and applied understanding of research methods in the dental hygiene profession

3 Discuss the role of a legislative lobbyist and communicate via oral skills and/or written skills, to state legislators about statewide oral health initiatives

4 Utilize technology to create and design a scientific poster and brochure

5 Deliver an oral scientific presentation(s) to peers and dental professionals

6 Write a research paper with mechanics and writing style at a college level and demonstrates originality

7 Create a comprehensive online self-evaluation student e-Portfolio demonstrating the eight (8) Dental Hygiene Program Competencies

DH214XA - Dental Hygiene Theory IV Lab

Overview

Subject code
DH

Course Number
214XA

Course Long Title
Dental Hygiene Theory IV Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH214XB - Dental Hygiene Theory IV Lab

Overview

Subject code
DH

Course Number
214XB

Course Long Title
Dental Hygiene Theory IV Lab

Academic Level
Undergraduate

School
School of Health Sciences

DH215 - Pain Management Lab

Overview

Subject code
DH

Course Number
215

Course Long Title
Pain Management Lab

Credits
1

Course Description
A laboratory session is held weekly to review anatomical landmarks relative to the delivery of anesthesia, practice administering local anesthesia on models and on student partners, and nitrous oxide sedation theory. Pre-requisite: DH 102, DH 104, DH 105 and DH 106

Academic Level
Undergraduate

School
School of Health Sciences

DH220 - Nutrition for Dental Hygienist

Overview

Subject code
DH

Course Number
220

Course Long Title
Nutrition for Dental Hygienist

Credits
2

Course Description
This introduction to the principles of nutrition includes the study of carbohydrates, proteins, lipids, minerals, vitamins, and their relationship to general and oral health. The nutritional needs, caloric requirements, and RDAs of the various age groups in the life cycle will be discussed. The influence of cultural, psychological and economic factors on purchasing, meal planning, food preparation, and dietary standards is also considered. Pre-requisite: DH 101

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define an adequate diet and demonstrate a broad understanding of the role of nutrition as the foundation of general and oral health in the 21st century

2 Summarize the importance of the link between nutrition in the growth and development of oral structures and in the periodontium as a whole

3 Explain carbohydrates, diabetes, and associated health problems as well as the importance of energy balance and weight control

4 Describe proteins for systemic and oral health; meeting the needs in a multicultural world

5 Describe the role of lipids in health and disease and how the body uses fluids and electrolytes

6 Summarize the role of minerals and mineralization in general and oral health and the use of dietary supplements

7 Explain the importance of vitamins in general and oral health

8 Describe the importance of effective communication in dental practice, and the principles of diet screening, risk assessment, and guidance

9 Explain the nutritional concerns for the dentally compromised patient and for individuals with special medical and healthcare needs

10 Describe the importance of nutrition in various stages of the life cycle (e g , pregnancy, lactation, infancy, childhood, adolescence, adulthood, and late adulthood)

DH310 - Evidence-Based Decision Making

Overview

Subject code
DH

Course Number
310

Course Long Title
Evidence-Based Decision Making

Credits
3

Course Description
This is an online asynchronous course designed to facilitate students in developing and implementing skills in evidence-based decision making. Students will complete casebased exercises to search, evaluate and appraise the evidence of scientific literature. Upon completion of the course the student should demonstrate a novice to beginner level of competence in making evidence-based healthcare decisions for individuals and populations. Pre-requisite: Seniors only

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the relationship of research to evidence

2 Explain the relationship of Evidence-Based Decision Making (EBDM) to individual and population-based healthcare

3 Identify four primary reasons EBDM skills valuable to healthcare providers

4 Describe the relationship between EBDM and quality outcomes in healthcare

5 Discuss the relationship between EBDM and the ethical conduct of healthcare for individuals and populations

6 Conduct a literature search using a well-developed clinical question

7 Critically appraise the scientific literature to answer a well-developed clinical question

8 Critically appraise web-based health information for patients and professionals

9 Demonstrate EBDM competency skills at a novice to beginner level

DH320 - Curriculum Methods & Material

Overview

Subject code
DH

Course Number
320

Course Long Title
Curriculum Methods & Material

Credits
3

Course Description
This online asynchronous course is designed to provide the student with an introduction to educational methodology and assessment. The focus of this course is on a standalone class or workshop as well as classes embedded in a longer course. Students will use evidence-based theories and best practices to create effective teaching materials that will become part of their professional portfolio. Pre-requisite: Seniors only

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop effective learning-outcome-based lessons using backwards design

2 Strategically match teaching methods with content and student learning style

3 Create and deliver effective and interactive lectures

4 Maximize engagement and performance of students

DH330 - Curriculum Dev. & Assessment

Overview

Subject code
DH

Course Number
330

Course Long Title
Curriculum Dev. & Assessment

Credits
3

Course Description
This course is a continuation of DH 320 Curriculum Methods and Materials with the focus on the advance application of the theories learned. Students will have a didactic classroom, clinic/laboratory externship site teaching experience. This will include the development of behavioral course objectives, comprehensive lesson plans, text and examination items, and classroom/clinic or lab presentations. Pre-requisite: DH 320, Seniors only

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Effectively and ethically select and evaluate a variety of instructional materials and resources for a course

2 Identify, adapt, and create relevant and useful formative assessments

3 Prevent and solve a variety of classroom management issues and problem behaviors

4 Create and utilize a variety of summative assessment tools and methods

5 Develop strategies to integrate technology based on pedagogy and content

DH332 - Online Learning Development

Overview

Subject code
DH

Course Number
332

Course Long Title
Online Learning Development

Credits
3

Course Description
This online asynchronous course is designed to provide the students with an introduction to online teaching and learning. Emphasis will be placed on development of curriculum, learning activities, and assessment. Material covered will include development of an online or hybrid course. Pre-requisite: DH 330, Seniors only

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Create, organize, and manage the essential elements of an online course

2 Apply sound, learner-centered educational theory to online lesson development

3 Assess student learning in online courses

4 Learn and use advanced tools to supplement online teaching and expand instructional variety

5 Implement strategies to predict, avoid, and - when necessary - respond to issues concerning academic honesty that are unique to online learning

DH410 - Dental Hygiene Capstone

Overview

Subject code
DH

Course Number
410

Course Long Title
Dental Hygiene Capstone

Credits
3

Course Description
This course is designed to provide the graduating senior with an opportunity to synthesize, analyze and apply their knowledge and skills through the design, implementation and completion of a senior capstone project (research project, internship, and practicum) related to their concentration or interest. A paper approximately twenty pages in length and a ten to fifteen minute oral presentation are required at the end of the semester. Students will communicate on a weekly basis with the capstone course director to discuss progress made on their project, share their experiences with the other students during these weekly meetings and prepare for presentation of their capstone experiences. If the student is off-site a project mentor will meet with the student. The student will communicate on a weekly basis via a web journal. Pre-requisite: final semester Seniors only

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Determine evidence-based information appropriate for scientific research

2 Utilize computer-based research methodology such as (PubMed, CINHAL, MedLine) to obtain research articles

3 Utilize critical thinking skills to determine the validity and reliability of research articles

4 Effectively create, and present a scientific poster board based on their research

5 Develop scientific writing skills in addition to written communications in the discussion board and peer review

DH440 - DH Clinical Teaching Practicum

Overview

Subject code
DH

Course Number
440

Course Long Title
DH Clinical Teaching Practicum

Credits
3

Course Description
This practicum is to provide the student with an intensive, hands-on clinical teaching experience. The student will complete a minimum of 100 hours in a dental hygiene clinic with duties including: calibration, demonstration, evaluation and assessment of clinical dental hygiene education. Weekly journal entries will provide the student and the course instructor an opportunity to discuss concerns, answer questions and share ideas. Evaluation from site supervisors and the course instructor will serve as means of assessment as well as student surveys. Pre-requisite: final semester Seniors only; RDH licensure and Permit L

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Illustrate individualized clinical instruction with student learners

2 Demonstrate professionalism, ethical decision making, and compliance with safety standards with student learners, patients, staff, and peers

3 Collaborate and calibrate with the site teacher/mentor

4 Apply the knowledge gained in this course by writing a comprehensive self-reflection of the student teaching experience

DMS250 - Introduction to Sonography

Overview

Subject code
DMS

Course Number
250

Course Long Title
Introduction to Sonography

Credits
2

Course Description
This course covers topics as they relate to Diagnostic Medical Sonography. Topics include an introduction to sonography from its origin to evolution, scope of practice, the role of the sonographer and the student sonographer, medical ethics and law, medical terminology, communication and critical thinking skills, ergonomics and safety issues, professional development and leadership. Students will learn appropriate behavioral skills for interaction with patients, staff sonographers and physicians. Recognized healthcare agencies and professional organizations will be covered.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Summarize the origin of Diagnostic Medical Sonography

2 Define the SDMS Scope of Practice and the role of a sonographer

3 Define medical ethics and law as it relates to Diagnostic Medical Sonography

4 Define communication skills and critical thinking skills as they relate to patient care and Diagnostic Medical Sonography

5 Define proper ergonomics and safety for the sonographer

6 Define behavioral and communication skills for patient and staff interactions

7 Define recognized healthcare agencies and professional organizations

DMS253 - Sectional Sonography I

Overview

Subject code
DMS

Course Number
253

Course Long Title
Sectional Sonography I

Credits
5

Course Description
This is the first part of a two-part course.This course will familiarize the student with detailed cross-sectional anatomy as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. This study of normal and normal variant sectional anatomy will provide sonography students with knowledge of the human body needed for the practical application of ultrasound. Detailed analysis of all sectional planes, scanning orientation and patient positioning will be covered. Sonographic terminology, indications for sonographic exams and normal sonographic appearance of Abdominal, Subspecialty, OB/GYN and Vascular sonography will be discussed. This course works in conjunction with Scanning Laboratory I where students will have the opportunity to apply the didactic content learned in this course in the laboratory setting.

Academic Level
Undergraduate

School
School of Health Sciences

DMS254 - Sonographic Principles & Instrument I

Overview

Subject code
DMS

Course Number
254

Course Long Title
Sonographic Principles & Instrument I

Credits
4

Course Description
This is the first part of a two-part course. This course covers the concepts of Sonographic Principles and Instrumentation. Topics include the metric system, units, interaction of sound and tissues, acoustic variable, description of sound waves, description of pulsed waves, intensity, range equation, transducers, piezoelectric effect, sound beams, display modes, two dimensional imaging and real time imaging.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define the metric system and units of measure

2 Define the interaction between sound and tissue

3 Define acoustic variables

4 Define soundwaves and pulsed waves

5 Define intensity and range equation

6 Define transducers and the piezoelectric effect

7 Define sounds beams

8 Define display modes

9 Define two-dimensional imaging and real time imaging

DMS256 - Scanning Laboratory I

Overview

Subject code
DMS

Course Number
256

Course Long Title
Scanning Laboratory I

Credits
3

Course Description
This is the first part of a three-part course. This course is the application of Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting. Topics include proper machine set up, transducer selection and orientation, proper usage of machine knobology, ergonomics, patient positioning, and implementation of proper scanning techniques as they relate to scanning planes, positioning and orientation. Students will obtain images and identify structures as they relate to Sectional Sonography I and established AIUM, ACR and IAC protocols.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Identify image anatomic structures as they relate to Sectional Sonography I

6 Implement sonographic techniques and scanning protocols

7 Implement the use of real time scanning, spectral Doppler, and color Doppler

8 Implement the proper method to measure organs and pathology

9 Implement the techniques for care and cleaning of ultrasound equipment

10 Demonstrate competency on sonographic examinations as they relate to Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting

11 Synthesize the relationship between patient history, clinical history and sonographic findings

DMS258 - Sonography and Patient Care

Overview

Subject code
DMS

Course Number
258

Course Long Title
Sonography and Patient Care

Credits
2

Course Description
This course familiarizes the student with patient care as it relates to sonography and the healthcare industry. Topics include the health care industry and administration, patient assessment and communication, infection control, invasive procedures, medical emergencies, medical terminology, patient safety, patient transfer, body mechanics and ergonomics for the sonographer. Recognized healthcare agencies and organizations will be covered as well.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define the key components of the healthcare industry as a whole and as it relates to the sonography profession

2 Define patient assessment and communication as they relate to patient care for the sonographer

3 Define infection control as it relates to patient care for the sonographer

4 Define medical emergencies as they relate to patient care for the sonographer

5 Define medical emergencies as they relate to patient care for the sonographer

6 Define medical terminology as it relates to patient care for the sonographer

7 Implement proper techniques for patient safety, patient transfer and body mechanics as they relate to patient care for the sonographer

8 Define recognized healthcare agencies, organizations and their roles as they relate to patient care for the sonographer

DMS261 - Sectional Sonography II

Overview

Subject code
DMS

Course Number
261

Course Long Title
Sectional Sonography II

Credits
5

Course Description
This is the second part of a two-part course. This course will familiarize the student with detailed cross-sectional anatomy as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. This study of normal and normal variant sectional anatomy will provide sonography students with knowledge of the human body needed for the practical application of ultrasound. Detailed analysis of all sectional planes, scanning orientation and patient positioning will be covered. Sonographic terminology, indications for sonographic exams and normal sonographic appearance of Abdominal, Subspecialty, OB/GYN and Vascular sonography will be discussed. This course works in conjunction with Scanning Laboratory II where students will have the opportunity to apply the didactic content learned in this course in the laboratory setting.

Academic Level
Undergraduate

School
School of Health Sciences

DMS262 - Sonographic Principles & Instrument II

Overview

Subject code
DMS

Course Number
262

Course Long Title
Sonographic Principles & Instrument II

Credits
4

Course Description
This is the second part of a two-part course. This course covers the concepts of Sonographic Principles and Instrumentation. Topics include, pulsed-echo instrumentation, image storage, dynamic range, harmonics, contrast agents, hemodynamics, Doppler, artifacts, quality assurance, bioeffects and sonographic principles and instrumentation as they relate to the sonographer in the clinical setting.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define pulse-echo instrumentation

2 Define image storage

3 Define dynamic range

4 Define harmonics and contrast agents

5 Define hemodynamics and Doppler sonography

6 Define sonographic artifacts

7 Define quality assurance and bioeffects of sonography

8 Define sonographic principles and instrumentation as they relate to the sonographer in the clinical setting

DMS264 - Scanning Laboratory II

Overview

Subject code
DMS

Course Number
264

Course Long Title
Scanning Laboratory II

Credits
3

Course Description
This is the second part of a three-part course. This course is the application of Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting. Topics include proper machine set up, transducer selection and orientation, proper usage of machine knobology, ergonomics, patient positioning, and implementation of proper scanning techniques as they relate to scanning planes, positioning and orientation. Students will obtain images and identify structures as they relate to Sectional Sonography I & II and established AIUM, ACR and IAC protocols.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Identify image anatomic structures as they relate to Sectional Sonography I & II

6 Implement sonographic techniques and scanning protocols

7 Implement the use of real time scanning, spectral Doppler, and color Doppler

8 Implement the proper method to measure organs and pathology

9 Implement the techniques for care and cleaning of ultrasound equipment

10 Demonstrate competency on sonographic examinations as they relate to Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting

11 Synthesize the relationship between patient history, clinical history and sonographic findings

DMS266 - Hemodynamics & Doppler Sonography

Overview

Subject code
DMS

Course Number
266

Course Long Title
Hemodynamics & Doppler Sonography

Credits
1

Course Description
This course will focus on physiology and fluid dynamics of blood circulation. Topics include mechanism of blood circulation, energy and energy gradient, flow, pressure, volume, velocity, stenosis, resistance, capacitance and compliance. The laws, equations and principles of fluid dynamics will be reviewed. Doppler Sonography will be covered as it relates to hemodynamics, the Doppler equation and its clinical application and proper technique. This course works in conjunction with Scanning Laboratory II where students will have the opportunity to apply doppler techniques course in the laboratory setting.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define mechanisms of fluid dynamics for blood circulation

2 Define energy and energy gradients

3 Define flow, pressure, volume and velocity as it relates to hemodynamics

4 Define stenosis as it relates to hemodynamics

5 Define resistance, capacitance and compliance as they relate to hemodynamics

6 Define laws, equations and principles of fluid dynamics as they relate to hemodynamics

7 Define the Doppler Equation

8 Define Doppler techniques and knobology for clinical application

DMS351 - Abdominal & Subspecialty Sonography I

Overview

Subject code
DMS

Course Number
351

Course Long Title
Abdominal & Subspecialty Sonography I

Credits
4

Course Description
This is part one of a two-part course. This course covers pathophysiology, interpretation, and differential diagnosis of sonographic findings as they relate to Abdominal & Subspecialty Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described

Academic Level
Undergraduate

School
School of Health Sciences

DMS352 - OB/GYN Sonography I

Overview

Subject code
DMS

Course Number
352

Course Long Title
OB/GYN Sonography I

Credits
2

Course Description
This is part one of a three part course. This course reviews normal OB/GYN anatomy, and covers the pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Obstetrical and Gynecological Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define the normal sonographic findings as they relate to Obstetrical and Gynecological Sonography

2 Define sonographic pathophysiology as it relates to Obstetrical and Gynecological Sonography

3 Define the differential diagnosis for sonographic findings as they relate to Obstetrical and Gynecological Sonography

4 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

5 Define the associated procedures for Obstetrical and Gynecological Sonography

6 Define the color and Doppler patterns as they relate to Obstetrical and Gynecological Sonography

7 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS354 - Vascular Sonography I

Overview

Subject code
DMS

Course Number
354

Course Long Title
Vascular Sonography I

Credits
3

Course Description
This is part one of a three part course. This course covers the pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Vascular Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define pathophysiology as it relates to Vascular Sonography

2 Define the differential diagnosis for sonographic findings as they relate to Vascular Sonography

3 Synthesize the relationship between patient history, laboratory findings, clinical presentation, and sonographic findings

4 Define the associated procedures for Vascular Sonography

5 Define the color and Doppler patterns as they relate to Vascular Sonography

6 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS356 - Scanning Laboratory III

Overview

Subject code
DMS

Course Number
356

Course Long Title
Scanning Laboratory III

Credits
1

Course Description
This is the third part of a three-part course. This course is the application of Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting. Topics include proper machine set up, transducer selection and orientation, proper usage of machine knobology, ergonomics, patient positioning, and implementation of proper scanning techniques as they relate to scanning planes, positioning and orientation. Students will obtain images and identify structures as they relate to Sectional Sonography I & II and established AIUM, ACR and IAC protocols.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Identify image anatomic structures as they relate to Sectional Sonography I & II

6 Implement sonographic techniques and scanning protocols

7 Implement the use of real time scanning, spectral Doppler, and color Doppler

8 Implement the proper method to measure organs and pathology

9 Implement the techniques for care and cleaning of ultrasound equipment

10 Demonstrate competency on sonographic examinations as they relate to Abdominal, Subspecialty, OB/GYN and Vascular Sonography in the laboratory setting

11 Synthesize the relationship between patient history, clinical history and sonographic findings

DMS358 - Clinical Practicum I

Overview

Subject code
DMS

Course Number
358

Course Long Title
Clinical Practicum I

Credits
3

Course Description
This is the first of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement proper sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Apply knowledge of the control functions on the ultrasound machine

6 Implement the use of real time scanning, spectral Doppler, and color Doppler

7 Implement the proper method to measure organs and pathology

8 Implement the techniques for care and cleaning of ultrasound equipment

9 Implement scanning techniques and appropriate image acquisition for accurate diagnosis

10 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

11 Demonstrate ability to present sonographic examinations to sonographer and/or physicians

12 Demonstrate competency for sonographic examinations

DMS361 - Abdominal & Subspecialty Sono II

Overview

Subject code
DMS

Course Number
361

Course Long Title
Abdominal & Subspecialty Sono II

Credits
4

Course Description
This is part two of a two-part course. This course covers the pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Abdominal & Subspecialty Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

DMS362 - OB/GYN Sonography II

Overview

Subject code
DMS

Course Number
362

Course Long Title
OB/GYN Sonography II

Credits
2

Course Description
This is part two of a three part course. This course reviews normal OB/GYN anatomy and covers the pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Obstetrical and Gynecological Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define normal sonographic findings as they relate to Obstetrical and Gynecological Sonography

2 Define sonographic pathophysiology as it relates to Obstetrical and Gynecological Sonography

3 Define the differential diagnosis for sonographic findings as they relate to Obstetrical and Gynecological Sonography

4 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

5 Define the associated procedures for Obstetrical and Gynecological Sonography

6 Define the color and Doppler patterns as they relate to Obstetrical and Gynecological Sonography

7 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS364 - Pediatric Sonography

Overview

Subject code
DMS

Course Number
364

Course Long Title
Pediatric Sonography

Credits
2

Course Description
This course reviews normal anatomy, normal variants, congenital anomalies, pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Pediatric Sonography & Neurosonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define the normal anatomy as it relates to Pediatric and Neurosonography

2 Define sonographic pathophysiology as it relates to Pediatric and Neurosonography

3 Define the differential diagnosis for sonographic findings as they relate to Pediatric and Neurosonography

4 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

5 Define the associated procedures for Pediatric and Neurosonography

6 Define the color and Doppler patterns as they relate to Pediatric and Neurosonography

7 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS366 - Clinical Practicum II

Overview

Subject code
DMS

Course Number
366

Course Long Title
Clinical Practicum II

Credits
3

Course Description
This is the second of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement proper sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Implement sonographic techniques and scanning protocols

6 Implement the use of real time scanning, spectral Doppler, and color Doppler

7 Implement the proper method to measure organs and pathology

8 Implement the techniques for care and cleaning of ultrasound equipment

9 Implement scanning techniques and appropriate image acquisition for accurate diagnosis

10 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

11 Demonstrate ability to present sonographic examinations to sonographer and/or physicians

12 Demonstrate competency for sonographic examinations

DMS368 - Clinical Practicum III

Overview

Subject code
DMS

Course Number
368

Course Long Title
Clinical Practicum III

Credits
3

Course Description
This is the third of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement proper sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Implement sonographic techniques and scanning protocols

6 Implement the use of real time scanning, spectral Doppler, and color Doppler

7 Implement the proper method to measure organs and pathology

8 Implement the techniques for care and cleaning of ultrasound equipment

9 Implement scanning techniques and appropriate image acquisition for accurate diagnosis

10 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

11 Demonstrate ability to present sonographic examinations to sonographer and/or physicians

12 Demonstrate competency for sonographic examinations

DMS370 - Vascular Sonography II

Overview

Subject code
DMS

Course Number
370

Course Long Title
Vascular Sonography II

Credits
3

Course Description
This is part two of a three part course. This course covers the pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Vascular Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define pathophysiology as it relates to Vascular Sonography

2 Define the differential diagnosis for sonographic findings as they relate to Vascular Sonography

3 Define the associated procedures for Vascular Sonography

4 Define the color and Doppler patterns as they relate to Vascular Sonography

5 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

6 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

DMS450 - OB/GYN Sonography III

Overview

Subject code
DMS

Course Number
450

Course Long Title
OB/GYN Sonography III

Credits
2

Course Description
This is part three of a three part course. This course covers the pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Obstetrical and Gynecological Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define sonographic pathophysiology as it relates to Obstetrical and Gynecological Sonography

2 Define the differential diagnosis for sonographic findings as they relate to Obstetrical and Gynecological Sonography

3 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

4 Define the associated procedures for Obstetrical and Gynecological Sonography

5 Define the color and Doppler patterns as they relate to Obstetrical and Gynecological Sonography

6 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS452 - Vascular Sonography III

Overview

Subject code
DMS

Course Number
452

Course Long Title
Vascular Sonography III

Credits
3

Course Description
This is part three of a three part course. This course covers the pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Vascular Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define sonographic pathophysiology as it relates to Vascular Sonography

2 Define the differential diagnosis for sonographic findings as they relate to Vascular Sonography

3 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

4 Define the associated procedures for Vascular Sonography

5 Define color and Doppler patterns as they related to Vascular Sonography

6 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS454 - Breast Sonography

Overview

Subject code
DMS

Course Number
454

Course Long Title
Breast Sonography

Credits
2

Course Description
This course reviews normal anatomy, normal variants, congenital anomalies, pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Breast Sonography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define the normal anatomy as it relates to Breast Sonography

2 Define sonographic pathophysiology as it relates to Breast Sonography

3 Define the differential diagnosis for sonographic findings as they relate to Breast Sonography

4 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

5 Define the associated procedures for Breast Sonography

6 Define the color and Doppler patterns as they relate to Breast Sonography

6 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS456 - Musculoskeletal Sonography

Overview

Subject code
DMS

Course Number
456

Course Long Title
Musculoskeletal Sonography

Credits
2

Course Description
This course will familiarize the student with detailed cross-sectional anatomy of the musculoskeletal system. Pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Musculoskeletal Sonography will be reviewed. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define normal anatomy as it relates to Musculoskeletal Sonography

2 Define sonographic pathophysiology as it relates to Musculoskeletal Sonography

3 Define the differential diagnosis for sonographic findings as they relate to Musculoskeletal Sonography

4 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

5 Define the associated procedures for Musculoskeletal Sonography

6 Define the color and Doppler patterns as they relate to Musculoskeletal Sonography

7 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS458 - Clinical Practicum IV

Overview

Subject code
DMS

Course Number
458

Course Long Title
Clinical Practicum IV

Credits
3

Course Description
This is the fourth of 5 clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement proper sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Implement sonographic techniques and scanning protocols

6 Implement the use of real time scanning, spectral Doppler, and color Doppler

7 Implement the proper method to measure organs and pathology

8 Implement the techniques for care and cleaning of ultrasound equipment

9 Implement scanning techniques and appropriate image acquisition for accurate diagnosis

10 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

11 Demonstrate ability to present sonographic examinations to sonographer and/or physicians

12 Demonstrate competency for sonographic examinations

DMS460 - DMS Capstone & Research Meth

Overview

Subject code
DMS

Course Number
460

Course Long Title
DMS Capstone & Research Meth

Credits
6

Course Description
This course synthesizes program content and prepares students for the ARDMS (American Registry of Diagnostic Medical Sonography) registry board exams. In addition, this course introduces the student to the practical application of research and evaluation methods. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research. Students will create a literature review presentation on a sonographic topic.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Summarize program content as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography

2 Demonstrate registry exam proficiency through weekly practice exams

3 Define research practices and evaluation methods

4 Complete a review of literature paper or poster for SDMS submission

DMS460C - Capstone

Overview

Subject code
DMS

Course Number
460C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Academic Level
Undergraduate

School
School of Health Sciences

DMS462 - Fetal Echocardiography

Overview

Subject code
DMS

Course Number
462

Course Long Title
Fetal Echocardiography

Credits
2

Course Description
This course covers a review of fetal circulation, normal variants, congenital anomalies, pathophysiology, interpretation and differential diagnosis of sonographic findings as they relate to Fetal Echocardiography. Patient clinical presentation, associated procedures, laboratory findings as well as color and Doppler patterns will be covered. Scanning techniques, including appropriate image acquisition for accurate diagnosis, are described.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define fetal circulation, normal variants and congenital anomalies

2 Define sonographic pathophysiology as it relates to Fetal Echocardiography

3 Define the differential diagnosis for sonographic findings as they relate to Fetal Echocardiography

4 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

5 Define the associated procedures for Fetal Echocardiography

6 Define the color and Doppler patterns as they related to Fetal Echocardiography

7 Define the scanning techniques and appropriate image acquisition for accurate diagnosis

DMS464 - Clinical Practicum V

Overview

Subject code
DMS

Course Number
464

Course Long Title
Clinical Practicum V

Credits
3

Course Description
This is the last of the clinical practicums. This course is the hands-on clinical application of sonography as it relates to Abdominal, Subspecialty, OB/GYN and Vascular Sonography. Under sonographer supervision, students will review patient history, obtain clinical symptoms, perform sonograms and present their sonographic findings to sonographers and/or physicians. Students must demonstrate competency at the end of each clinical practicum.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Implement proper sonographer and patient interaction, patient positioning, and scanning planes

2 Implement proper body mechanics and ergonomics to prevent work related injuries

3 Apply principles of physics and instrumentation to obtain diagnostic images

4 Apply knowledge of the control functions on the ultrasound machine

5 Implement sonographic techniques and scanning protocols

6 Implement the use of real time scanning, spectral Doppler, and color Doppler

7 Implement the proper method to measure organs and pathology

8 Implement the techniques for care and cleaning of ultrasound equipment

9 Implement scanning techniques and appropriate image acquisition for accurate diagnosis

10 Synthesize the relationship between patient history, laboratory findings, clinical presentation and sonographic findings

11 Demonstrate ability to present sonographic examinations to sonographer and/or physicians

12 Demonstrate competency for sonographic examinations

EC201 - Principles of Microeconomics

Overview

Subject code
EC

Course Number
201

Course Long Title
Principles of Microeconomics

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC202 - Principles of Macroeconomics

Overview

Subject code
EC

Course Number
202

Course Long Title
Principles of Macroeconomics

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC203 - The Global Economy

Overview

Subject code
EC

Course Number
203

Course Long Title
The Global Economy

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC205 - Women in American Economy

Overview

Subject code
EC

Course Number
205

Course Long Title
Women in American Economy

Credits
3

Course Description
This course explores the historical perspectives of women and men in the context of economic development and the family as an economic unit. Occupational characteristics at all levels of economic activity are analyzed with particular attention given to an evaluation of the traditional division of the labor force and the impact on labor supply while comparing and contrasting labor markets of various development levels.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC208 - Economics in Film

Overview

Subject code
EC

Course Number
208

Course Long Title
Economics in Film

Credits
3

Course Description
This course uses both contemporary and classic film to illustrate concepts in economics. The plots and subplots in the films will be examined utilizing economic analysis of the important economic problems society faces within a global and ethical context. As a survey course, it will cover economic concepts such as scarcity, resources, market systems, financial markets, government regulation, economic growth, money and banking, competition, labor economics, specialization, and market failure.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC305 - Money and Banking

Overview

Subject code
EC

Course Number
305

Course Long Title
Money and Banking

Credits
3

Course Description
This course encompasses a study of the American financial system as it relates to money and banking. Topics will include banking as a business, new developments in banking, the Federal Reserve System, monetary policy and its relation to the problems of unemployment and inflation, international finance, and foreign exchange markets. Prerequisites: MT 209, EC202, or instructor permission

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MT209 - Financial Accounting
  AND EC202 - Principles of Macroeconomics

EC314 - Macroeconomic Theory

Overview

Subject code
EC

Course Number
314

Course Long Title
Macroeconomic Theory

Credits
4

Course Description
An in-depth examination of income and employment theory, consumption and investment behavior and public policy implications. Prerequisite: EC 203 (Not offered in 2002-2003)

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC323 - Managerial Economics

Overview

Subject code
EC

Course Number
323

Course Long Title
Managerial Economics

Credits
3

Course Description
Analysis of the economic effects of trade among nations. Theories of trade are examined and are linked to present-day trade patterns and problems. Special attention will be given to multinational entities.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC324 - Economics of Sports

Overview

Subject code
EC

Course Number
324

Course Long Title
Economics of Sports

Credits
3

Course Description
This course will investigate selected issues in sports from an economics perspective, with a focus on the major professional sports in North America as well as a discussion on college sports. The first part of the course covers the business operations of the sports franchises; in particular, the revenues and the costs of operating sports franchises, the market structure in sports leagues, and the benefits and costs of maintaining competitive balance. The second part of the course addresses the economics of public financing towards the sports industry, focusing on the effects of sports franchise on the well-being of communities, the economics of public funding towards sports infrastructure, and the benefits and costs of mega sports events. Finally, the course explores the economics of the labor markets in professional and college sports; in particular, how salaries for professional athletes are determined, labor unions and free agencies in professional sports, the economics of racial and gender discrimination towards sports athletes, and issues pertaining to college athletes.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

EC326 - Economics of Health Care

Overview

Subject code
EC

Course Number
326

Course Long Title
Economics of Health Care

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EC201 - Principles of Microeconomics

EC328 - Intro to Environmental Econ

Overview

Subject code
EC

Course Number
328

Course Long Title
Intro to Environmental Econ

Credits
3

Course Description
This course uses economic analysis to explore the underlying behavioral causes of environmental and natural resource problems and to evaluate the policy responses to them. Topics include water and air pollution, toxic substances, the exploitation of exhaustible resources, and the question of limiting economic growth. Prerequisites: Two of the following: EC 201 or EC 202, or EC 203

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- EC201 - Principles of Microeconomics
- EC202 - Principles of Macroeconomics
- EC203 - The Global Economy

EC501 - Economics for Managers

Overview

Subject code
EC

Course Number
501

Course Long Title
Economics for Managers

Credits
3

Course Description
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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

EC623 - Econ of Health Care

Overview

Subject code
EC

Course Number
623

Course Long Title
Econ of Health Care

Credits
3

Course Description
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.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

ED001 - MTEL:Com.& Lit. Writing

Overview

Subject code
ED

Course Number
001

Course Long Title
MTEL:Com.& Lit. Writing

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED001A - MTEL:Comm. & Literacy Reading

Overview

Subject code
ED

Course Number
001A

Course Long Title
MTEL:Comm. & Literacy Reading

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED001B - MTEL: Comm. & Literacy Writing

Overview

Subject code
ED

Course Number
001B

Course Long Title
MTEL: Comm. & Literacy Writing

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED002 - MTEL: Early Childhood

Overview

Subject code
ED

Course Number
002

Course Long Title
MTEL: Early Childhood

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED003 - MTEL: General Curriculum

Overview

Subject code
ED

Course Number
003

Course Long Title
MTEL: General Curriculum

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED006 - MTEL: History

Overview

Subject code
ED

Course Number
006

Course Long Title
MTEL: History

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED007 - MTEL: English

Overview

Subject code
ED

Course Number
007

Course Long Title
MTEL: English

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED008 - MTEL: Math

Overview

Subject code
ED

Course Number
008

Course Long Title
MTEL: Math

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED009 - MTEL:Sheltered English Immersion

Overview

Subject code
ED

Course Number
009

Course Long Title
MTEL:Sheltered English Immersion

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED090 - MTEL: Foundations of Reading

Overview

Subject code
ED

Course Number
090

Course Long Title
MTEL: Foundations of Reading

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

ED100 - Teaching & Learning Today

Overview

Subject code
ED

Course Number
100

Course Long Title
Teaching & Learning Today

Credits
3

Course Description
This course offers 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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Understanding for application of historical, cultural, and theoretical foundations of the American public education system

2 Understanding for application of current, future, and alternative roles, expectations, standards, and policies that define the teaching profession

3 Understanding for application of the 21st century student, classroom, teaching, and educational reform

ED101A - Ed.Psychology:Pre-K to 2/Elem.

Overview

Subject code
ED

Course Number
101A

Course Long Title
Ed.Psychology:Pre-K to 2/Elem.

Credits
3

Course Description
This course is designed primarily for students who are preparing to teach at the early childhood (Pre-K-2) or elementary level (grades 1-6); however, students who are pursuing a major related to human development services will find this course beneficial. The focus of the course is the application of major theories of psychology that relate to education and classroom practices. Emphasis will be placed on, but not limited to, the early childhood/ elementary school environment.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Applying knowledge of the developmental domains i e psychological, cognitive, and social/emotional in PK-12 classrooms

2 Demonstrating an understanding of different learning styles (auditory, visual, and a combination of auditory and visual learning) and apply this knowledge in the assessment of those learning styles

3 Demonstrating a metacognitive understanding of differentiated learning styles

4 Delivering a professional presentation that complements the differentiated learning styles in the audience

ED101B - Educational Psychology Mid/Sec

Overview

Subject code
ED

Course Number
101B

Course Long Title
Educational Psychology Mid/Sec

Credits
3

Course Description
This course is designed primarily for students who are preparing to teach at the secondary level (grades 8-12); however, students who are pursuing a major related to human development services will find this course beneficial. 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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Applying knowledge of the developmental domains i e psychological, cognitive, and social/emotional in PK-12 classrooms

2 Demonstrating an understanding of different learning styles (auditory, visual, and a combination of auditory and visual learning) and apply this knowledge in the assessment of those learning styles

3 Demonstrating a metacognitive understanding of differentiated learning styles

4 Delivering a professional presentation that complements the differentiated learning styles in the audience

ED103 - Field Experience in Education

Overview

Subject code
ED

Course Number
103

Course Long Title
Field Experience in Education

Course Description
An initial field experience in the schools is a prerequisite for entrance to the Teacher Education Licensure 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.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED107 - MTEL:Comm&Lit.Writing Subtest

Overview

Subject code
ED

Course Number
107

Course Long Title
MTEL:Comm&Lit.Writing Subtest

Credits
1

Course Description
This course is designed to provide Education Licensure-seeking students with the skills to pass the MTEL Communication & Literacy Exam on their first try. Through practice tests, drills, class discussions, and short writing assignments, students will learn the expectations and best practices for approaching the test. This course specifically addresses the Writing Subtest, focusing on grammar, usage, organization,and development of ideas.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Pass the MTEL Communication & Literacy Writing Subtest

2 Identify and revise common grammar and usage errors

3 Identify and revise organizational and structural problems in written passages

4 Summarize an expository piece of writing

5 Defend a position on a controversial topic

ED108 - MTEL:Comm&Lit.Reading Subtest

Overview

Subject code
ED

Course Number
108

Course Long Title
MTEL:Comm&Lit.Reading Subtest

Credits
1

Course Description
This course is designed to provide Education Licensure-seeking students with the skills to pass the MTEL Communication & Literacy Exam on their first try. Through practice tests, drills, class discussions, and short writing assignments, students will learn the expectations and best practices for approaching the test. This course specifically addresses the Reading Subtest, focusing on identifying main ideas, inferring authorial meaning, and assessing the organization and rhetorical strategies within written passages.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Pass the MTEL Communication & Literacy Reading Subtest

2 Identify the central claim of a written passage

3 Infer an authors implied meaning

4 Assess the role that a given paragraph plays within a larger passage

5 Evaluate the effect of choices in rhetoric, diction, and figurative language

ED109 - MTEL English Literature Subtest Prep

Overview

Subject code
ED

Course Number
109

Course Long Title
MTEL English Literature Subtest Prep

Credits
1

Course Description
ED 109 is designed to familiarize students with the content and structure of the MTEL English (07) Exam. We will complete and carefully discuss a variety of test prep material, as well as study the major authors and works that are most likely to appear on the exam. We will also review best practices for composing a short/compact argument-based analysis of a piece of literature, in preparation for the written portion of the test.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED110 - MTEL:Foundations of Reading

Overview

Subject code
ED

Course Number
110

Course Long Title
MTEL:Foundations of Reading

Credits
1

Course Description
ED 110 is a condensed course designed to familiarize students with the content, structure, and key vocabulary of the MTEL Foundations of Reading (190) Exam. The focus of this course will be to review content and best practices in foundational reading skills, reading development, reading comprehension, and assessment and instruction. Various test preparation materials will be utilized in order to prepare students to respond to content questions on the assessment, and craft well-developed open-responses.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED111 - MTEL:General Curr. Multi-Subject Prep

Overview

Subject code
ED

Course Number
111

Course Long Title
MTEL:General Curr. Multi-Subject Prep

Credits
1

Course Description
ED 111 is a condensed course designed to familiarize students with the content, structure, and key vocabulary of the MTEL General Curriculum Multi-Subject(03) Exam. The foci of this course will be to analyze Language Arts, break down History and Social Sciences, and examine content in Science and Technology. Different materials will be utilized to prepare students for test questions on the assessment.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED113 - General Curriculum Stem Mtel Prep

Overview

Subject code
ED

Course Number
113

Course Long Title
General Curriculum Stem Mtel Prep

Course Description
This is a condensed course designed to familiarize students with the content, structure, and key vocabulary of the MTEL General Curriculum STEM (278) Exam. The foci of the course will be to analyze Math, Science, Technology, and Engineering content and teaching pedagogy. Different materials will be utilized to prepare students for test questions on the assessment.

Academic Level
Undergraduate

ED202 - Early Childhood/Elem School Math: Curric

Overview

Subject code
ED

Course Number
202

Course Long Title
Early Childhood/Elem School Math: Curric

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Understand and communicate the fundamentals of mathematics from a variety of perspectives

2 Incorporate and align the curriculum focal points from the Common Core Standards, Massachusetts Curriculum Frameworks, and the National Council of Teachers of Mathematics (NCTM) in various lessons

3 Connect the standards and goals to various mathematical frameworks

4 Explain the connections between elementary mathematics and other real experiences

5 Model and solve a variety of real world problems

ED205 - Principles & Methods Sec. Ed.

b. Reflection on the value of sociocultural mediated learning

Overview

Subject code
ED

Course Number
205

Course Long Title
Principles & Methods Sec. Ed.

Credits
3

Course Description
(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 (grades 5-12), 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. Prerequisites: ED 101B and ED 103.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED206 - Early Childhood Ed:Curriculum

Overview

Subject code
ED

Course Number
206

Course Long Title
Early Childhood Ed:Curriculum

Credits
3

Course Description
This course serves as an overview of the curriculum/methods/materials involved in early childhood education. Key topics include: understanding the interaction of developmental theory and teaching strategy, creating developmentally appropriate curricula, and assessing young children's learning. Curriculum areas include: art, music, emergent literacy, mathematics, literature, and natural and social sciences. This course requires 10 hours of observation at the Regis Children's Center.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Students will demonstrate connections between theories covered in class and their experiences in the classroom

2 Describe and demonstrate the key components of teacher to child interactions that facilitate learning and development through written activities

3 Through the completion of a cumulative unit project students will document their understanding of creating lesson plans that promote inquiry learning

ED207 - Early Childhood/Elementary Math: Instruc

Overview

Subject code
ED

Course Number
207

Course Long Title
Early Childhood/Elementary Math: Instruc

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

ED208 - Children's Literature

Overview

Subject code
ED

Course Number
208

Course Long Title
Children's Literature

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate the ability to select a childrens novel and utilize various teaching strategies and methods to provide children with special needs with various ways to gain comprehension

2 Demonstrate knowledge and understanding of various literature genres, how to select appropriate teaching methodologies and strategies for children with special needs

3 Provide written and oral presentations that give evidence of the nature of childrens literature and teaching methodologies for students with special needs

4 Create an age-appropriate childrens storybook that addresses a school issue and possible resolution, through international collaboration and insights from COIL partner(s)

ED210 - Early Childhood Classroom Behavior Mgmt

Overview

Subject code
ED

Course Number
210

Course Long Title
Early Childhood Classroom Behavior Mgmt

Credits
3

Course Description
This course is designed for educators of young children to create and sustain positive classroom management techniques and environments that meet the needs of all children. Theoretical models of behavior management and practical applications will be explored as students develop proactive, effective approaches to guiding children's behaviors.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED220 - Classroom Behavior Management

Overview

Subject code
ED

Course Number
220

Course Long Title
Classroom Behavior Management

Credits
3

Course Description
This course is designed for educators of young children to create and sustain positive classroom management techniques and environments that meet the needs of all children. Theoretical models of behavior management and practical applications will be explored as students develop proactive, effective approaches to guiding children's behaviors.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning

2 Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness

3 Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected

4 Develops professional skills and behaviors demonstrated by effective teachers

ED225 - Admin&sup. Early Childhood Programs

Overview

Subject code
ED

Course Number
225

Course Long Title
Admin&sup. Early Childhood Programs

Credits
3

Course Description
This course introduces students to the management and operation of early childhood programs. Specific focus will be placed on the regulations, staff supervision, leadership, and communication and policy issues. Emphasis will be placed on gaining knowledge, skills and resources in the area of early childhood administration and leadership characteristics that are essential in establishing a successful career in early childhood management.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge of skills and resources necessary to effectively operate an early childhood program

2 Apply skills and knowledge to practical situations and experiences of an administrator

3 Demonstrate understanding of policy and administrative issues and the ability to prioritize, utilize resources effectively and develop logical action plans

ED306 - Instructional Strategies (Sec)

Overview

Subject code
ED

Course Number
306

Course Long Title
Instructional Strategies (Sec)

Credits
3

Course Description
This course is designed to enable the student to apply general principles and methods of education to specific subject areas in secondary schools. Competencies, strategies, and techniques of teaching are studied as they relate to a particular discipline; therefore, the course is taught in collaboration with the major programs and cooperating practitioners. Emphasis is placed on student participation through illustration/demonstration. A field experience is required and is integrated into the work of this course and of ED 205. Prerequisites: ED 101B and ED 103

Academic Level
Undergraduate

School
School of Arts and Sciences

ED308 - Educ Student/Special Needs

Overview

Subject code
ED

Course Number
308

Course Long Title
Educ Student/Special Needs

Credits
3

Course Description
This course will focus on the characteristics and instructional implications of moderately and severely disabling conditions found in regular classroom settings K-12. It will also focus on culturally and linguistically diverse children with exceptionalities and on the gifted population. Emphasis is on the recognition or identification of these students by the regular classroom teacher and strategies utilized to challenge them in the educational setting. A field-based experience is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED309 - Infant Toddler Care&Curr.

Overview

Subject code
ED

Course Number
309

Course Long Title
Infant Toddler Care&Curr.

Credits
3

Course Description
This course focuses on the care and curriculum components required for educating infants and toddlers in group settings. Focusing on children birth to 2.9 years of age, each domain of learning will be analyzed for developmental characteristics. The basis for planning appropriate learning experiences, organizing the physical environment and care components will be addressed through each of the developmental stages.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Teacher candidates are knowledgeable about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom setting

2 Teacher candidates are knowledgeable about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom setting

3 Teacher candidates are able to create an environment where diversity is valued, where support and challenge are consistent expectations, and where collaboration in creating a community of learners is the norm

4 Teacher candidates are able to create an environment where diversity is valued, where support and challenge are consistent expectations, and where collaboration in creating a community of learners is the norm

5 Teacher candidates are knowledgeable about curriculum at the appropriate grade level, including breadth, depth, integration, and application to a classroom setting

6 Teacher candidates are able to createan environment where diversity is valued, where support and challenge are consistent expectations, and where collaboration in creating a community of learners is the norm

7 Objectively observe and accurately record childrens behavior then clearly articulate the connections to child development theory

8 Demonstrate an understanding of child development

ED312 - Literacy Dev:Special Needs

Overview

Subject code
ED

Course Number
312

Course Long Title
Literacy Dev:Special Needs

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Design and implement a well-structured Interactive Read-Aloud that supports both literacy development and the needs of diverse learners

2 Discover classroom implications for how the current reading research on the Big 5 impacts the 21st century classroom

3 Defend which instructional strategies and approaches are best suited for literacy instruction

ED315 - Content Area Reading Middle/Secondary

Overview

Subject code
ED

Course Number
315

Course Long Title
Content Area Reading Middle/ Secondary

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 DEI Literature Circles -Students will utilize this interactive strategy weekly, in order to understand and plan for literacy instruction Students will work on various comprehension and vocabulary skills as they take on a new role each week for the literature circle

2 Article Critique - Students will demonstrate their 21st knowledge by identifying and evaluating articles related to reading instruction at the middle school level In addition, students will begin to understand the diverse dynamics in present-day classrooms as they search for information related to ELLs

3 Lesson Plan Vocabulary - Students will demonstrate their knowledge gained in one of the five components of literacy, vocabulary Students will purposefully plan vocabulary instruction related to a middle school expository text

4 Lesson Plan Comprehension - Students will demonstrate their application of strategies before, during, and after reading in order to promote comprehension of an expository text Students will purposefully plan their instruction, and justify how their activities will improve student comprehension

5 Response Log - Students will maintain a response log throughout the course in order to note their content knowledge gained Students will read articles, websites, other resources in order to analyze current information in reading instruction Also, students will use web viewings to respond to essential questions on the course content

6 Classroom Observations & Reflection - Students will complete 15 hours of literacy in a 5-12 setting Students will write a reflection focusing on the lesson(s), grade level(s), skills taught, comprehension, vocabulary, course connections, and their general comments and thoughts specific to Reading

ED323 - Sheltered Eng.ImmersionTeach

Overview

Subject code
ED

Course Number
323

Course Long Title
Sheltered Eng.ImmersionTeach

Credits
3

Course Description
This course is designed to prepare teachers for the individuality of English language learners, including social and cultural considerations, second language acquisition processes, and English language arts and literacy development in the PreK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards, and envelops best practice in the field of ELL instruction. Note: Successful completion of this course leads to SEI endorsement through the Massachusetts Department of Elementary and Secondary Education ONLY if completed as part of the undergraduate program; this is NOT a stand-alone endorsement course.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate awareness through writing and discussion of culturally relevant pedagogy and inclusivity in the classroom

2 Identify and employ effective curricular and instructional approaches for English language learners

3 Write original lesson plans/modify existing plans, assignments and assessments to incorporate effective comprehension strategies for all six WIDA levels

ED325 - Teaching Social Studies Method

Overview

Subject code
ED

Course Number
325

Course Long Title
Teaching Social Studies Method

Credits
3

Course Description
Strategies, techniques, and elements of motivating approaches to teaching social studies in diverse classrooms is the focus of the course. This course will also develop your understanding of the physical and political geography of the United States and the world. Critical thinking and literacy practices will shape the development of lesson plans that will be implemented in a minimum of 10 pre-practicum hours.

Academic Level
Undergraduate

School
School of Arts and Sciences

ED327 - STEM Methods

Overview

Subject code
ED

Course Number
327

Course Long Title
STEM Methods

Credits
3

Course Description
This course will provide an overview of the methods and materials involved in integrating STEM into practice across disciplines at the early childhood and elementary education levels. The concepts mastered in ID224A, ID224B, ED 202 are applied in a learn, plan, implement model. Universal Design of Learning (UDL) methods will be incorporated to motivate students to participate in problem and project based learning activities and then design STEM activities to be implemented during community based experiential experiences. 10 pre-practicum hours are required for this course.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Students will be able to discuss and describe about the National Science Education Standards at the Pre-K, and K - 6 grade levels

2 Students will be able to document and construct developmentally appropriate curriculum models of STEM teaching based on the National Education Standards at the Pre-K, and K - 6 grade levels

3 Students will be able to integrate the components of teacher to student interactions that facilitate learning and development

4 Students will be able to implement a process of inquiry learning across the curriculum

ED350 - Pre-Practicum

Overview

Subject code
ED

Course Number
350

Course Long Title
Pre-Practicum

Credits
3

Course Description
In this course students complete a minimum of 150 hours of supervised pre-practicum hours in a classroom setting. Students observe and actively participate in the classroom setting taking on the responsibilities, behaviors, and attitudes of a classroom teacher while further developing problem solving skills and reflective self-evaluation skills. A weekly seminar provides opportunities for discussion of pre-practicum related issues. Placements are assigned by the Student Teaching Placement Supervisor based on licensure area.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning

2 Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness

3 Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected

4 Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students

5 Welcomes and encourages every family to become active participants in the classroom and school community

6 Develops professional skills and behaviors demonstrated by effective teachers

ED399A - Early Childhood Practicum/Sem

Overview

Subject code
ED

Course Number
399A

Course Long Title
Early Childhood Practicum/Sem

Credits
3

Course Description
This course is an Early Childhood practicum where the student will apply knowledge of children, curriculum, and a child's social environment in a children's center. This practicum is the time to merge theory and practice. The student will spend 150 hours in an early childhood center and assume the responsibilities of a teacher. The student will work under the direction of a lead teacher and supervised by a faculty member in the Early Childhood program at the institution.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Use effective communication techniques with students and all other stakeholders

2 Engage in continuous professional quality improvement for self and school

3 Use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students

4 Use teaching and learning strategies that reflect each students culture, learning styles, special needs, and socio-economic background

5 Use an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students

6 Demonstrates knowledge and understanding of the subject matter

7 Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation

8 Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED400 - Lead Teacher Practicum

Overview

Subject code
ED

Course Number
400

Course Long Title
Lead Teacher Practicum

Credits
3

Course Description
This course is a continuation of the two-day-a-week practicum (a minimum of 150 hours) in a center for preschool children. The practicum is supervised by a faculty member in the Early Childhood program at the institution and under the direction of an individual with at least lead teacher qualifications

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Use effective communication techniques with students and all other stakeholders

2 Engage in continuous professional quality improvement for self and school

3 Use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students

4 Use teaching and learning strategies that reflect each students culture, learning styles, special needs, and socio-economic background

5 Use an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students

6 Demonstrates knowledge and understanding of the subject matter

7 Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation

8 Demonstrate knowledge of developmentally appropriate curriculum models through application and creation of learning environments for age grouping

9 Demonstrate knowledge of developmentally appropriate methods of guiding young childrens behavior

10 Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED401C - Capstone

Overview

Subject code
ED

Course Number
401C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Arts and Sciences

ED401P - Practicum:Early Child Elem.

Overview

Subject code
ED

Course Number
401P

Course Long Title
Practicum:Early Child Elem.

Credits
9

Course Description
Student Teaching Practicum: Early Childhood/ Elementary

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Engage in continuous professional quality improvement for self and school

2 Plan, implement, and evaluate effective instruction in a variety of learning environments

3 Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED403 - Student Teaching & Sem: Mid/Sec

Overview

Subject code
ED

Course Number
403

Course Long Title
Student Teaching & Sem: Mid/Sec

Credits
12

Course Description
This course consists of a full-time teaching experience in the schools (minimum 350 hours) with a weekly seminar examining curriculum, instruction, and human behavior. Prerequisites: ED 100, ED 101B, ED 103, ED 205, ED 306, ED 308, and PS 310

Academic Level
Undergraduate

School
School of Arts and Sciences

ED403C - Capstone

Overview

Subject code
ED

Course Number
403C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Arts and Sciences

ED403P - Practicum: Secondary

Overview

Subject code
ED

Course Number
403P

Course Long Title
Practicum: Secondary

Credits
9

Course Description
Student Teaching Practicum: Secondary

Academic Level
Undergraduate

School
School of Arts and Sciences

ED403S - Seminar: Secondary

Overview

Subject code
ED

Course Number
403S

Course Long Title
Seminar: Secondary

Credits
3

Course Description
Student Teaching Seminar: Secondary

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Use assessment strategies (traditional and alternate) to assist the continuous development of the learner

2 Use effective communication techniques with students and all other stakeholders

3 Use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students

4 Use teaching and learning strategies that reflect each students culture, learning styles, special needs, and socio-economic background

5 Use an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students

6 Demonstrates knowledge and understanding of the subject matter

7 Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation

8 Plan, implement, and evaluate effective instruction in a variety of learning environments

9 Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED410 - Educational Research

Overview

Subject code
ED

Course Number
410

Course Long Title
Educational Research

Credits
3

Academic Level
Undergraduate

School
School of Arts and Sciences

ED415 - Culturally Responsive Approaches Teach

Overview

Subject code
ED

Course Number
415

Course Long Title
Culturally Responsive Approaches Teach

Credits
1

Course Description
This course aims to introduce students to theory, research, and practice of culturally responsive teaching. Through the exploration of culture, equity, and access students will examine the current educational system, historical and current perspectives, and family and community engagement in school settings. Focusing on developing meaningful relationships with students, culturally responsive classroom management, and curriculum students will utilize all of the MA Frameworks.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Investigate personal dispositions and attitudes on areas that affect us as individuals and teachers, including race, class, gender/gender identity, and sexual orientation

2 Analyze how to build relationships with students by gaining a well-rounded understanding of their upbringing, family, and culture

3 Develop culturally responsive lesson plans

ED502 - Initial Practicum/Seminar

Overview

Subject code
ED

Course Number
502

Course Long Title
Initial Practicum/Seminar

Credits
3

Course Description
The Initial Practicum is the culminating course for the initial license component. It offers students the opportunity to reflect, analyze, and integrate knowledge gained from coursework within the program, as well as, best practices through their student experience. Candidate's performance is evaluated through the use of the Candidates Assessment of Performance (CAP) evaluation system as mandated by DESE. A weekly seminar component is part of this course. Here candidates will discuss and address current issues as demonstrated in their classroom placements. A total of 300 hours of field placement (PK-8 or 5-12) is required.

Academic Level
Graduate

School
School of Arts and Sciences

ED503 - Student Teaching Practicum

Overview

Subject code
ED

Course Number
503

Course Long Title
Student Teaching Practicum

Credits
9

Academic Level
Graduate

School
School of Arts and Sciences

ED503A - Student Teaching Seminar

Overview

Subject code
ED

Course Number
503A

Course Long Title
Student Teaching Seminar

Credits
3

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Use assessment strategies (traditional and alternate) to assist the continuous development of the learner

Use effective communication techniques with students and all other stakeholders

Engage in continuous professional quality improvement of self and school

Use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students

Use teaching and learning strategies that reflect each students culture, learning style, special needs, and socio-economic background

Use an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students

Demonstrate knowledge and understanding of the subject matter

Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation

Plan, implement, and evaluate effective instruction in a variety of learning environments

Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED503B - Student Teaching Practicum

Overview

Subject code
ED

Course Number
503B

Course Long Title
Student Teaching Practicum

Credits
9

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Use assessment strategies (traditional and alternate) to assist the continuous development of the learner

Use effective communication techniques with students and all other stakeholders

Engage in continuous professional quality improvement of self and school

Use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students

Use teaching and learning strategies that reflect each students culture, learning style, special needs, and socio-economic background

Use an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students

Demonstrate knowledge and understanding of the subject matter

Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation

Plan, implement, and evaluate effective instruction in a variety of learning environments

Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED514 - Educational History & Civics

Overview

Subject code
ED

Course Number
514

Course Long Title
Educational History & Civics

Credits
3

Course Description
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. The course will be interactive and include 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.

Academic Level
Graduate

School
School of Arts and Sciences

ED515 - Contemp Issues-Special Educ

Overview

Subject code
ED

Course Number
515

Course Long Title
Contemp Issues-Special Educ

Credits
3

Course Description
This course addresses the historical, philosophical, and ethical perspectives of education services for students with special needs. Federal and state laws and regulations pertaining to special education will be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Knowledge of services provided by other agencies, such as augmentative and alternative communicative, assistive technology, development of an individualized educational plan (IEP), and relevant current literature are covered in this course.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Become knowledgeable about federal and state regulations pertaining to special education

Become familiar with the IDEA defined disabilities

Understand the appropriate use of assistive technologies, including augmentative and alternative communication technologies

Gain knowledge about both exemplary programs for students with special needs and agencies that provide support services for these students and their families

Understand the development of IEPs

Appreciate ethical issues in special education

Demonstrate understanding through successful results on class discussions, assignments, posts, and presentations

ED517 - Assessment in Special Education

Overview

Subject code
ED

Course Number
517

Course Long Title
Assessment in Special Education

Credits
3

Course Description
This course will address the principles of both formal and informal assessment of children and adolescents with mild to moderate disabilities. It will provide experience with informal and formal assessment measures. Basic concepts of measurement will be covered so that students can evaluate test instruments and interpret test results knowledgeably. Current issues in the field of assessment will be discussed and ethical issues emphasized throughout the course.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate the purpose, use, scoring, and best practices for a diagnostic assessment

Demonstrate best practices in writing an Educational Assessment Report using a diagnostic tool

Demonstrate best practices in writing an IEP including, but not limited to, Present Levels of Education PerformanceA/B (accomodations/ modifications), Goals/Benchmarks, and Service Delivery

ED518 - Literacy Dev. Inc. Special Needs

Overview

Subject code
ED

Course Number
518

Course Long Title
Literacy Dev. Inc. Special Needs

Credits
3

Course Description
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 phonemic awareness, phonics, principals, and instructional practices through the reading/writing processes, the development of reading/writing skills, and the transition to content area texts. Diagnosis and assessment of reading skills, including formal and informal reading assessment instruments, will be examined. Emphasis will be on differentiated instruction to meet the needs of diverse learners. A field-based experience is required.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Understand the Foundations of Reading Development in Children

Understand the Major Components of a Quality English Language Arts Curriculum for various grade levels

Understand how to Differentiate English Language Arts Programs to Meet the Needs of All Students

ED518B - Field-based Experience

Overview

Subject code
ED

Course Number
518B

Course Long Title
Field-based Experience

Academic Level
Graduate

School
School of Arts and Sciences

ED519 - Curric Adaptations:Special Ed

Overview

Subject code
ED

Course Number
519

Course Long Title
Curric Adaptations:Special Ed

Credits
3

Course Description
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.

Academic Level
Graduate

School
School of Arts and Sciences

ED519A - CurricAdapt/SpecNeeds:ElemStu

Overview

Subject code
ED

Course Number
519A

Course Long Title
CurricAdapt/SpecNeeds:ElemStu

Credits
3

Course Description
This course will address students with moderate disabilities and 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. A field-based experience is required. ED 519A emphasizes grades PK-8; ED 519B emphasizes grades 5-12.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Identify and analyze tools for successful teaching strategies employed in inclusive educational settings and for increasing student success

Demonstrate their ability to adapt and develop current practices using differentiation to facilitate learning and increase achievement for all learners

Demonstrate understanding of tools to asses students needs for curriculum adaptation

Learn to write a differentiated instructional unit using information from IEPs, and adaptations for students with special needs

ED519B - CurricAdapt/SpecNeeds:Sec Stu

Overview

Subject code
ED

Course Number
519B

Course Long Title
CurricAdapt/SpecNeeds:Sec Stu

Credits
3

Course Description
This course will address students with moderate disabilities and 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. A field-based experience is required. ED 519A emphasizes grades PK-8; ED 519B emphasizes grades 5-12.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Identify and analyze tools for successful teaching strategies employed in inclusive educational settings and for increasing student success

Demonstrate their ability to adapt and develop current practices using differentiation to facilitate learning and increase achievement for all learners

Demonstrate understanding of tools to asses students needs for curriculum adaptation

Learn to write a differentiated instructional unit using information from IEPs, and adaptations for students with special needs

ED519C - Curr.Adapt/DI Students Special Needs

Overview

Subject code
ED

Course Number
519C

Course Long Title
Curr.Adapt/DI Students Special Needs

Credits
3

Academic Level
Graduate

School
School of Arts and Sciences

ED520 - Children's Literature

Overview

Subject code
ED

Course Number
520

Course Long Title
Children's Literature

Credits
3

Course Description
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.

Academic Level
Graduate

School
School of Arts and Sciences

ED521 - ClassroomMgmt:Special Needs

Overview

Subject code
ED

Course Number
521

Course Long Title
ClassroomMgmt:Special Needs

Credits
3

Course Description
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.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Analyze and identify the most effective guidance strategies for students with special needs through readings, recording behavior, lectures and discussion of theory and practical behavior management

Complete an annotated compilation of resources and strategies that address behavior management for students with special needs

Design a behavior management system assignment

ED522 - Teach Eng.Lang.Learners

Overview

Subject code
ED

Course Number
522

Course Long Title
Teach Eng.Lang.Learners

Credits
3

Course Description
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. 13/S2:7/22,23,24,25 Registration Deadline:June 28,2013

Academic Level
Graduate

School
School of Arts and Sciences

ED523 - Sheltered Eng.ImmersionTeach

Overview

Subject code
ED

Course Number
523

Course Long Title
Sheltered Eng.ImmersionTeach

Credits
3

Course Description
This course is designed to prepare teachers to address the individuality of English language learners (ELL) including social and cultural considerations, second language acquisition processes, and English language arts and literacy development in the preK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks and the WIDA English Language Development Standards and covers best practices in the field of ELL instruction. Note: Successful completion of this course leads to SEI endorsement through the Massachusetts Department of Elementary and Secondary Education ONLY if completed as part of a Master's in Education program; this is NOT a stand-alone endorsement course.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate awareness through writing and discussion of culturally relevant pedagogy and inclusivity in the classroom

Identify and employ effective curricular and instructional approaches for English language learners

Write original lesson plans/modify existing plans, assignments and assessments to incorporate effective comprehension strategies for all six WIDA levels

ED524 - Sheltered Eng. Immersion Endorsement

Overview

Subject code
ED

Course Number
524

Course Long Title
Sheltered Eng. Immersion Endorsement

Credits
3

Course Description
This course is designed to prepare teachers for the individuality of English language learners including social and cultural considerations, second language acquisition processes, and English language arts and literacy development in the preK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks and the WIDA English Language Development Standards and envelops best practice in the field of ELL instruction.This is a stand-alone endorsement course.

Academic Level
Graduate

School
School of Arts and Sciences

ED602 - Practicum/Seminar

Overview

Subject code
ED

Course Number
602

Course Long Title
Practicum/Seminar

Credits
3

Course Description
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 in education today. Placement in practicum is in the role of the license sought (150-hour minimum).

Academic Level
Graduate

School
School of Arts and Sciences

ED603 - Student Teaching Practicum

Overview

Subject code
ED

Course Number
603

Course Long Title
Student Teaching Practicum

Credits
6

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Use assessment strategies (traditional and alternate) to assist the continuous development of the learner
Use effective communication techniques with students and all other stakeholde
Engage in continuous professional quality improvement of self and school
Use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students
Use teaching and learning strategies that reflect each students culture, learning style, special needs, and socio-economic background
Use an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students
Demonstrate knowledge and understanding of the subject matter

Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivatio

Plan, implement, and evaluate effective instruction in a variety of learning environments

Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED603A - Student Teaching Seminar

Overview

Subject code
ED

Course Number
603A

Course Long Title
Student Teaching Seminar

Credits
3

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Use assessment strategies (traditional and alternate) to assist the continuous development of the learner

Use effective communication techniques with students and all other stakeholde

Engage in continuous professional quality improvement of self and school

Use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students

Use teaching and learning strategies that reflect each students culture, learning style, special needs, and socio-economic background

Use an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students

Demonstrate knowledge and understanding of the subject matter

Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivatio

Plan, implement, and evaluate effective instruction in a variety of learning environments

Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students

ED604 - Culturally Responsive Teaching

Overview

Subject code
ED

Course Number
604

Course Long Title
Culturally Responsive Teaching

Credits
3

Course Description
This course will explore the theory, research, and practice of culturally responsive teaching. A variety of perspectives are used to explore culture, equity, and access as it relates to a student's educational experience. Further investigation will focus on the current educational systems and societal relationships that influence academic success. Strategies to foster responsive communication, classroom management, and curriculum utilizing the MA Frameworks will be deepened.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Understand theories and principles of culturally responsive teaching

Investigate personal and societal dispositions and attitudes on areas that affect us as individuals and teachers, including, race, class, gender/gender identity, and sexual orientation

Analyze how to build relationships with students by gaining a well-rounded understanding of their upbringing, family, and culture

Develop culturally responsive lesson plans

ED610 - Educational Research Seminar

Overview

Subject code
ED

Course Number
610

Course Long Title
Educational Research Seminar

Credits
3

Course Description
This educational 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 literature review surrounding a topic in their field of licensure.

Academic Level
Graduate

School
School of Arts and Sciences

ED611 - Clinical Practicum

Overview

Subject code
ED

Course Number
611

Course Long Title
Clinical Practicum

Credits
3

Course Description
This course is the culminating experience in the MEd program. Emphasis is placed on the advanced student's demonstration of the standards for licensure and on the student's ability to integrate content area knowledge, pedagogical theory, and practice. A weekly seminar component is part of this course. Here candidates will discuss and address current issues as demonstrated in their classroom placements. A total of 150 hours in the field placement (PK-9 or 5-12) is required.

Academic Level
Graduate

School
School of Arts and Sciences

ED620 - InstructionalMeth Nurs Ed

Overview

Subject code
ED

Course Number
620

Course Long Title
InstructionalMeth Nurs Ed

Credits
3

Course Description
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. Students must register 3 weeks in advance of first. Prerequisite:NU 670. HYBRID.

Academic Level
Graduate

School
School of Arts and Sciences

ED622 - Assessment/Eval Nurs Ed

Overview

Subject code
ED

Course Number
622

Course Long Title
Assessment/Eval Nurs Ed

Credits
3

Course Description
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. Prereq:NU670,ED620 HYBRID

Academic Level
Graduate

School
School of Arts and Sciences

ED700 - Support Skills for Students

Overview

Subject code
ED

Course Number
700

Course Long Title
Support Skills for Students

Credits
3

Course Description
Higher education administrators play a large role in supporting students on campus. This support is informed by the theories that guide counseling and helping professions. In this course students will gain skills and techniques that allow them to holistically support students as the progress toward degree completion. This course will prepare individuals to provide challenge and support for students in multiple phases of their enrollment at the institution.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Develop an understanding of helping roles and theories that guide basic support skills

Develop an understanding of counseling approaches and the role they play in supporting students

Develop an individual approach to supporting students using counseling and helping theory

ED701 - HIgher Education Law

Overview

Subject code
ED

Course Number
701

Course Long Title
HIgher Education Law

Credits
3

Course Description
Law plays a large role in educational institutions both in how policies are created and how administrators go about their jobs. Through this course students will develop a greater understanding of how laws are passed. This course will help students to understand the impact that federal acts and laws impact the work that they do and will become more informed practitioners that are in compliance with federal regulation.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Developed a practice of support that aligns and is compliant with legal standards

Developed an intentional and assessment-based approach to student support

ED702 - Assessment in Special Educati

Overview

Subject code
ED

Course Number
702

Course Long Title
Assessment in Special Educati

Credits
3

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

Academic Level
Graduate

School
School of Arts and Sciences

ED703 - Prin. of Academic Coaching

Overview

Subject code
ED

Course Number
703

Course Long Title
Prin. of Academic Coaching

Credits
3

Course Description
Academic Coaching is an emerging and evolving field that is at the forefront of retention efforts in higher education. This course will teach students how to apply the most recent ideas and concepts in the field of academic coaching to their work as higher education administrators. Upon completion of this course students will be able to holistically support students toward academic persistence degree completion, and career success.

Academic Level
Graduate

School
-

Learning Outcomes

Learning Objectives

Explain basic principles and practices of effective academic coachin

Demonstrate how the neurology of learning relates to personal and professional growth and development

Explain collaborative learning skills including communication skills and group dynamics

Identify strategies and approaches to coach and mentor across identity differences

ED704 - Bldg.Academic Learning Comm.

Overview

Subject code
ED

Course Number
704

Course Long Title
Bldg.Academic Learning Comm.

Credits
3

Course Description
Learning Communities are one way that institutions are able to increase student learning and create self-sufficient learners. In this course students will learn the history of learning communities and the theory that guides the professionals that create and facilitate them. Students will be exposed to ideas of design thinking and learn innovative strategies to incorporate design thinking into their work with colleagues and students. Students will engage in a hands on experience as they craft their own learning community by the conclusion of the course.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Synthesize ideas learned from seminal works in the history of learning communities, communities of practice, and academic learning communities

Demonstrate knowledge of professional discourse and terminology that relates to learning community theory and structure

Justify the need for a learning community for a clearly defined higher education population

Design a learning community that addresses an identified challenge or opportunity for a clearly defined higher education population

Present a professional product that communicates with stakeholders the purpose, rationale, structure, and assessment plan for their learning community design

ED705 - Educating&Advocating Students

Overview

Subject code
ED

Course Number
705

Course Long Title
Educating&Advocating Students

Credits
3

Course Description
Administrators working in institutes of secondary and post-secondary learning are also educators and advocates. As a coach and/or mentor, you are tasked with advocating for students that are at disadvantage and, in turn, helping them to develop the skills needed to practice self-advocacy. In this course, you will learn how to develop students into confident learners who are able to navigate their own unique learning needs.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Learn the purpose and process of advocacy

Learn advocacy strategies and how to utilize them in helping students develop the ability to express their needs, views, rights, choices, and decisions

Learn about challenges in secondary and post-secondary education that many students face, and how to advocate and educate students to address those challenges and barriers to learning

Learn strategies that will enhance students self-esteem and self-confidence

Learn how to develop a program that can serve to advocate for a particular population of students

ED706 - Psychology of Learning

Overview

Subject code
ED

Course Number
706

Course Long Title
Psychology of Learning

Credits
3

Course Description
Learning is at the corner stone of educational institutions. Despite being engaged in learning from an early age most students don't fully understand how they learn most effectively. In this course students will focus on the relationship among educational pedagogies, curriculum, instruction, and assessment as related to new research on how to teach different cultures/populations based on the changing demographics in today's society.

Academic Level
Graduate

School
-

Learning Outcomes

Learning Objectives

Develop an understanding of learning theories across a broad spectrum of learners and learning environments

Develop a theoretical understanding of learning based on their own discipline and background

Develop techniques and strategies to utilize learning theories in order to reach student success

ED707 - Neurology Learning&Stud.Brain

Overview

Subject code
ED

Course Number
707

Course Long Title
Neurology Learning&Stud.Brain

Credits
3

Course Description
Student learning is central to institutions of learning; it can happen both inside and outside the classroom but it is always the main goal of schools and educators. In this course, students will look at the neurological underpinnings of learning as a science; the neuro-science of learning to gain an understanding of how the brain works with learning. As a result the content covered in this course will allow students to go out into their professions and use theory based in science for how they develop and teach their students.(Field placement)

Academic Level
Graduate

School
-

Learning Outcomes

Learning Objectives

Analyze scholarly work about the neurology of learning and the adolescent brain

Create an accurately labeled model of the brain

Describe the structure and function of neurons and brain areas related to emotion, self-regulation, executive function, and learning

Interpret observed college student engagement in an academic coaching, advising, or classroom settin

Apply knowledge of adolescent brain development and functioning to the creation of learning support programming in a higher education setting

ED708 - History of Higher Education

Overview

Subject code
ED

Course Number
708

Course Long Title
History of Higher Education

Credits
3

Course Description
In this course, students will exmine the past, present, and future of Higher Education in both the United States and worldwide. By looking at historical context students wil gain a stronger graps on issues such as access, retention, inclusion, engagement and success and how history of the institution has and will continue to impact present day insustry landscape.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Developed a theory-based approach for holistic student support

Developed a strong cultural competency that allows for administrators to work across identity differences

Developed a practice of support that aligns and is compliant with legal standards

Developed the knowledge and skills to analyze and assess strategies applicable to become an academic coach or academic advisor to support student learning

ED709 - Dev.Values,Grat.Resiliency within Stu.

Overview

Subject code
ED

Course Number
709

Course Long Title
Dev.Values,Grat.Resiliency within Stu.

Credits
3

Course Description
Every day every one of us meets life situations which require us to think, form opinions, make decision and take actions. Students face challenges and make decisions daily. Valuing is a process. This course explores the relationship of values, gratitude and resiliency from a brain based perspective that is translated into the learning process. Trauma has a profound effect on teaching and learning. This course offers strategies to create trauma-sensitive learning environments for students in all content areas, grade levels, and educational settings.

Academic Level
Graduate

School
-

ED710 - Cont.Issu.Spec.Ed:stud.Success

Overview

Subject code
ED

Course Number
710

Course Long Title
Cont.Issu.Spec.Ed:stud.Success

Credits
3

Course Description
This course addresses the historical, philosophical, and ethical perspectives of education services for students with special needs. Federal and state laws and regulations pertaining to special education will be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Knowledge of services provided by other agencies, such as augmentative and alternative communicative, assistive technology, development of an individualized education plan (IEP), and relevant current literature are covered in this course.

Academic Level
Graduate

School
-

Learning Outcomes

Learning Objectives

Describe federal and state laws pertaining to special education

Examine IDEA defined disabilities as well as ADHD

Investigate and present effective special education programs, assistive technology tools, including augmentative and alternative communication technologies, and support agencies for students and their familie

Analyze and apply the steps in writing an IEP, including describing current functioning, setting goals, describing services needed to achieve those goals, and means of measuring progress towards those goals

Consistently demonstrate an understanding of ethical issues in special education

ED711 - Curr.Adapt.Spec.Needs:Stu.Success

Overview

Subject code
ED

Course Number
711

Course Long Title
Curr.Adapt.Spec.Needs:Stu.Success

Credits
3

Course Description
This course will address students with moderate disabilities as well as the design or modification curriculum, instructional materials, and general education classroom environments for these students. Emphasis will be placed on differentiated instruction that focuses on developing appropriate strategies for meeting the needs of diverse learners. It will align with 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. A field-based experience is required.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Identify and analyze tools for successful teaching strategies employed in inclusive educational settings and for increasing student success

Demonstrate their ability to adapt and develop current practices using differentiation to facilitate learning and increase success for all learners

Demonstrate understanding of tools to assess students needs for curriculum adaptation

Learn to write a differentiated instructional unit using information from IEPs, and adaptations for students with special needs

ED712 - Psychology of Learning

Overview

Subject code	Course Number	Course Long Title
ED	712	Psychology of Learning

Course Description

Learning is at the cornerstone of educational institutions. Despite being engaged in learning from an early age most students do not fully understand how they learn most effectively. In this course, participants will focus on the relationship among educational pedagogies, curriculum, instruction, and assessment as related to new research on how to teach different cultures/populations based on the changing demographics in today's society.

Academic Level

Graduate

ED714 - Compassionate Conversations

Overview

Subject code	Course Number	Course Long Title
ED	714	Compassionate Conversations

Course Description

This course will allow students to understand the power of being compassionate in and out of the classroom. There will be a focus on compassion; what looks like and sounds like, and the impact it can have on theoretical and practice of compassionate communication. Students at the college level. Students will be able to align effective teaching through a diverse lens and learn that utilizing compassion with a sense of diversity, equity and inclusion can lead to a sense of belonging for all students.

Academic Level

Graduate

ED716 - Assessing Today's College Stu.

Overview

Subject code	Course Number	Course Long Title
ED	716	Assessing Today's College Stu.

Course Description

This course addresses the topic of assessment with college students in higher education. Course participants will investigate ways to foster skills of perspective college students and engage learners in reflective feedback. The development of effective course maps and the creation of student learning outcomes will be explored. Candidates will understand and design a variety of assessments that emphasize inclusivity, collaboration, and technology.

Academic Level

Graduate

ED718 - Diff.Instruction in College Classroom

Overview

Subject code	Course Number	Course Long Title
ED	718	Diff.Instruction in College Classroom

Course Description

This course will examine the theoretical tenets of differentiated instruction and its application in a college setting. Participants will explore diverse learning needs and strategies for adapting content and assessments to meet these needs in a higher education environment. Focus will be on designing educational experiences and learning pathways for all learners.

Academic Level

Graduate

ED801 - Inclusive Leadership

Overview

Subject code
ED

Course Number
801

Course Long Title
Inclusive Leadership

Credits
3

Course Description
This course will examine higher education leadership and ethical issues that colleges and universities face in the twenty-first century. Students will explore theory in order to objectively assess current leadership practices, systems theory, culture, diversity and change processes as they relate to individuals and higher education institutions.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Use self-analysis, inquiry and purposeful reflection to continually improve their own professional practice

Ask engaging and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results to professionals and laypersons alike

Demonstrate the knowledge and ability to ensure that all students are producing high quality work and achieving at optimum levels by fostering effective curricular programs, student centered learning environments and accountable academic cultures that reflect high expectations for student outcomes

Be culturally competent and advocate purposefully for equity in a diverse academic environment

Be practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in diverse academic environments advancing their institutions mission and goals;

Value the application of theory in practice and conduct systemic institutional inquiry, identifying critical issues, using data to drive decision-making

Inspire shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement

ED802 - Research I

Overview

Subject code
ED

Course Number
802

Course Long Title
Research I

Credits
3

Course Description
In this introductory research course, students will acquire to become consumers of educational research through reading, understanding, and critically thinking about educational issues. This course provides students with an introduction to qualitative, quantitative, and mixed methods approaches to research as well as the opportunity to identify and discuss a problem within higher education around which they will design a research proposal.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate understanding of how knowledge is constructed in education and related fields
Identify and analyze theoretical and ethical issue in knowledge construction and research fields
Identify and analyze theoretical and ethical issue in knowledge construction and research practice
Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources
Assess research designs, claims, evidence, validity, and value in theoretical and ethical context
Assess research designs, claims, evidence, validity, and value in context of educational organizations, and the communities they serve

Identify and analyze multiple research designs to best address gaps in knowledge Design and apply appropriate research methodology in framing and carrying out inquiry

Demonstrates an understanding of andragogy with self-motivation, energetic learning style, and tenacity

Gains achievement through ownership of the learning experience

Demonstrates the ability to understand how knowledge is constructed within the research process

Demonstrates the ability to identify and analyze theoretical and ethical issue in knowledge construction and research practice

Demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data

Demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various sources

Demonstrates the ability to assess research designs, claims, evidence, Readings Article Evaluations Rubric Regis AY 2021-2022 Syllabus 8 validity, and value in theoretical and ethical context

Demonstrates the ability to assess research designs, claims, evidence, validity, and value in the context of educationbased settings

Expresses ideas clearly both orally and in writing, listens well, and exhibits ethical standards consistent with being a professional community member

Express ideas clearly both orally and in writing

ED803 - Org. Theory and Application

Overview

Subject code
ED

Course Number
803

Course Long Title
Org. Theory and Application

Credits
3

Course Description
In this course, students will explore organizational theory, as well as strategies to lead change in higher education. Areas of focus will include organizational structure and management, group dynamics, strategic planning, current issues in leadership, executive board relations and understanding of oneself as a leader. Through problembased learning, students will engage in a semester long consulting project in which they will conduct a comprehensive educational program evaluation and propose innovative solutions.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate understanding of how knowledge is constructed in education and related fields
Identify and analyze theoretical and ethical issue in knowledge construction and research practice
Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources
Consistently produces high quality work
Demonstrates an understanding of andragogy with self-motivation, energetic learning style, and tenacity
Gains achievement through ownership of the learning experience

Consistently demonstrates the ability to identify and analyze theoretical and ethical issue in knowledge construction and research practice

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various sources

Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in the context of education-based settings

Express ideas clearly both orally and in writing

ED804 - Research II

Overview

Subject code
ED

Course Number
804

Course Long Title
Research II

Credits
3

Course Description
This research course provides an overview of research design and analysis in social and behavioral research. Emphasis is placed on understanding the process of social and educational research in field settings, developing data collection tools, producing highquality quantitative and qualitative data, and descriptive analysis. The course content and assignments build upon readings and themes addressed in ED 802.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Identify and analyze theoretical and ethical issue in knowledge construction and research fields

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Assess research designs, claims, evidence, validity, and value in theoretical and ethical context

Identify and analyze multiple research designs to best address gaps in knowledge Design and apply appropriate research methodology in framing and carrying out inquiry

Consistently demonstrates the ability to understand how knowledge is constructed within the research proces

Consistently demonstrates the ability to identify and analyze theoretical and ethical issue in knowledge construction and research practice

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data

Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in theoretical and ethical context

Demonstrate ability to see beyond the driving and restraining forces impacting an issue and identify the critical factors involved

Demonstrate ability to navigate databases and disaggregate data to identify problem areas within populations

Express ideas clearly both orally and in writing

ED805 - Higher Ed: Past, Pres & Future Contexts

Overview

Subject code
ED

Course Number
805

Course Long Title
Higher Ed: Past, Pres & Future Contexts

Credits
3

Course Description
In this course students will examine the history, accreditation, current issues and trends, and the future of higher education. Through examining the consistently changing landscape of higher education, students will explore issues such as access, retention, inclusion, engagement, and success.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Shows evidence of purposeful reflection to continually improve their own practice

Demonstrate understanding of how knowledge is constructed in education and related fields

Identify and analyze theoretical and ethical issue in knowledge construction and research fields

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Analyze the ways in which external factors influence goals, policies, institutional planning, and assessment

Identify, describe, and assess organizational culture and its influence and relationships to organizational leadership and change process to address student assessment goals

Analyze the relationship between politics, policy and resource allocation and student achievement

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media, and raw data

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Demonstrate ability to see beyond the driving and restraining forces impacting an issue and identify the critical factors involve

Demonstrate ability to consider large-scale interventions found within the literature and modify the approach to suit localized needs

Express ideas clearly both orally and in writing

Acknowledges his/her own beliefs and values

Understands issues and trends in a multicultural non-sexist society

Demonstrates sensitive awareness and knowledge of one's own cultural background and that of others

ED806 - Research III

Overview

Subject code
ED

Course Number
806

Course Long Title
Research III

Credits
3

Course Description
This course will precede the writing of chapter three in ED 902. Focusing on quantitative skills from applied statistical analysis, emphasis is placed on inferential methods acknowledging, understanding, and applying the role of uncertainty in data analysis used for testing hypotheses the researcher formulates.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate understanding of how knowledge is constructed in education and related fields
Consistently produces high quality work
Demonstrates an understanding of andragogy with self-motivation, energetic learning style, and tenacity
Gains achievement through ownership of the learning experience
Consistently demonstrates the ability to understand how knowledge is constructed within the research process
Consistently demonstrates the ability to identify and analyze theoretical and ethical issues in knowledge constructing and research practice

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media, and raw data

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various sources

The student values the application of theory in practice & conducts systematic inquiry, identifying critical issues using data to drive decision-making

Expresses ideas clearly both orally and in writing

Listens and responds in exemplary manner

ED807 - Examine Career Trajectory

Overview

Subject code
ED

Course Number
807

Course Long Title
Examine Career Trajectory

Credits
3

Course Description
This course is a continuation of ED 801. Students will know and apply theory in order to objectively assess current leadership practices, systems theory, culture, diversity and change processes as they relate to individuals and higher education institutions. Students will leave this thought provoking course thinking about what leadership in higher education should look like, feel like, and sound like.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Examines and analyzes one's positionalit

Shows evidence of purposeful reflection to improve their own practice

Identify and analyze the theoretical and ethical issues in a workplace that is everchanging and uncertain

Craft cohesive, persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Assess research designs, claims, evidence, validity, and value in a theoretical and ethical context

Identify, describe and assess organizational culture and its influence and relationships to organizational leadership and change process to address student's career goals

Express ideas clearly both orally and in writing

Acknowledges his/her own beliefs and values

Exhibits ethical standards consistent with professional commitment

ED808 - Dissertation in Practiceii:lit Review

Overview

Subject code
ED

Course Number
808

Course Long Title
Dissertation in Practiceii:lit Review

Credits
3

Course Description
This course is the development of Chapter 2 (Literature Review) of the DiP and will focus on the analysis of literature as the basis for research to make seminal contributions in the context of applied research.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Examines and analyzes one's own positionality

Shows evidence of purposeful reflection to continually improve their own practice

Understanding of knowledge and analysis of theoretical and ethical issue in knowledge construction and research practice

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Demonstrates an understanding of andragogy with selfmotivation, energetic learning style, and tenacity

Gains achievement through ownership of the learning experience

Consistently demonstrates the ability to use best practices to develop structures and processes to scaffold learning

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating information from various sources

Consistently demonstrates the ability to assess research design, claims, evidence, validly, and value in theoretical and ethical context

Express ideas clearly both orally and in writing

ED809 - Dissertation Practice I:Prop

Overview

Subject code
ED

Course Number
809

Course Long Title
Dissertation Practice I:Prop

Credits
3

Course Description
This course is the development of Chapter 1 (Proposal and Introduction) of the DiP which is a student centered, independent research proposal that requires the comprehensive working-knowledge of all research courses in this culminating and integrative experience. In this first DiP course, students will identify and discuss a problem in higher education leadership, conduct a literature review, and plan a research design. Students will present their research proposal for their capstone project at the end of the course and, with committee approval, will submit materials to the Institutional Review Board (IRB).

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate understanding of how knowledge is constructed in education and related field

Identify and analyze theoretical and ethical issue in knowledge construction and research practice

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Identify and analyze multiple research designs to best address gaps in knowledge Design and apply appropriate research methodology in framing and carrying out inquiry

Consistently produces high quality work

Demonstrates an understanding of andragogy with self-motivation, energetic learning style, and tenacity

Gains achievement through ownership of the learning experience
Consistently demonstrates the ability to identify and analyze theoretical and ethical issue in knowledge construction and research practice
Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data
Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various sources
Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in the context of education-based settings
Express ideas clearly both orally and in writing

ED811 - Advanced Scholarly Writing

Overview

Subject code
ED

Course Number
811

Course Long Title
Advanced Scholarly Writing

Credits
3

Course Description
This course is designed to familiarize doctoral students with the demands of scholarly writing, including composition and organizational skills necessary for completion of a dissertation and submission of articles for publication. Discussion of differing parameters of writing assignments, common writing errors, and structural and editing strategies will be discussed. This intensive analysis of the principles of excellent academic writing will prepare students for a range of projects including research papers, conference proposals, book chapters, technical reports, and dissertations.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Critically evaluate ones own scholarly (academic) writing at the doctoral level, the process of scholarly writing and the difference between scholarly writing and other forms of writing genres

Through the writing process, create and compose primary components of the dissertation manuscript

Construct a literature review with scaffolded articles on a topic related to students research area(s) interest

Defend theoretical and methodological decisions through comprehensive review of subjectmatter using supporting literature

Demonstrate scholarly writing skills including acumen, clarity, and conciseness, on a topic related to students research interests

Have the ability to generate new ideas through crafting and submitting original research articles to professional journals and literature reviews for publication in peer reviewed journals

ED812 - Special Topics:Org.Innovation

Overview

Subject code
ED

Course Number
812

Course Long Title
Special Topics:Org.Innovation

Course Description
This course will first identify contemporary issues in organizational innovation locally, nationally, and globally. Students will then explore successful and controversial issues surrounding how and why leaders set and deploy organizational values, short and long-term directions, and performance expectations to navigate leadership challenges. Emerging trends and innovative solutions and interventions will be discussed to address these complexities. Through networking exercises, students will be asked to draw upon their wide range of professional experiences and backgrounds to create stronger collaborations and networks with their cohort and external community. The final project provides an opportunity to apply the skills acquired throughout the course and program to a key challenge facing their organization or community.

Academic Level
Doctoral

ED827 - Higher Education Law & Policy

Overview

Subject code
ED

Course Number
827

Course Long Title
Higher Education Law & Policy

Credits
3

Course Description
In this course students will explore legal issues and their impact on post-secondary institutions. Topics include but are not limited to: student legal issues, faculty governance, employment law, tort liability, and copyright law. Students will engage in a variety of problem-based learning activities, including case studies and will conclude the course addressing law and policy in higher education.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Examines and analyzes one's own positionality

Shows evidence of purposeful reflection to continually improve their own practice

Demonstrate understanding of how knowledge is constructed in education and related fields

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Exhibit commitment to the role of practitionerresearcher as demonstrated by use of multiple avenues to create and share knowledge about local, state, and federal educational issues

Examine and analyze a range of strategies to ensure that all stakeholders of the college/university work towards a shared vision

Analyze the ways in which external factors influence goals, policies, institutional planning, and assessment

Analyze the relationship between politics, policy and resource allocation and student achievement

Consistently produces high quality work

Demonstrates an understanding of andragogy with selfmotivation, energetic learning style, and tenacity

Gains achievement through ownership of the learning experience

Consistently demonstrates cultural awareness and sensitivity

Advocates purposefully for equity in a diverse metropolitan society

Consistently demonstrates the ability to inspire a shared vision and commitment to high student achievement

Consistently demonstrates the ability to use best practices to develop structures and processes to scaffold learning

Consistently demonstrates the ability to foster collaboration and inquiry for continuous instructional improvement

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Demonstrate ability to see beyond the driving and restraining forces impacting an issue and identify the critical factors involved

Approach inquiry with a holistic view on the connections between levels of an institution, regardless of position within the institution

Express ideas clearly both orally and in writing

Acknowledges his/her own beliefs and values

Subscribes to lifelong learning

Exhibits ethical standards consistent with professional commitment

Demonstrates sensitive awareness and knowledge of one's own cultural background and that of others

Listens and responds in exemplary manner

ED829 - Problem Solve & Change Mgmt.

Overview

Subject code
ED

Course Number
829

Course Long Title
Problem Solve & Change Mgmt.

Credits
3

Course Description
This course focuses on the evolving learning-centered co-curricular experiences within higher education. Students will research student development theories to utilize a problem-based learning approach that examines the theory and application of experiential learning, including service learning, internalization, and career development. Students will explore student development theories inherent in cocurricular learning and develop a co-curricular project for possible application

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Examines and analyzes one's own positionalit

Demonstrate understanding of how knowledge is constructed in education and related fields

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Examine and analyze a range of strategies to ensure that all stakeholders of the college/university work towards a shared vision

Demonstrate and compare leadership strategies that support groups in effective planning and decision-making processes to create meaning and a shared sense of purpose

Analyze the ways in which external factors influence goals, policies, institutional planning and assessment

Consistently produces high quality work

Gains achievement through ownership of the learning experience

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various source

Approach inquiry with a holistic view on the connections between levels of an institution, regardless of position within the institution

Express ideas clearly both orally and in writing

Acknowledges his/her own beliefs and values

Demonstrates sensitive awareness and knowledge of one's own cultural background and that of others

Listens and responds in exemplary manner

ED830 - Lifelong Learni & Organizational Success

Overview

Subject code
ED

Course Number
830

Course Long Title
Lifelong Learni & Organizational Success

Credits
3

Course Description
This course will prepare students to identify, develop and lead innovative strategies in teaching and learning in higher education. Areas of focus include the relationship among curriculum, instruction, and assessment as related to new research in the neurology of learning. Students learn to analyze key issues and challenges impacting teaching and learning in higher education, and will develop strategies for effective professional and personal development.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Describe adult learning theories applied to andragogy

Compare and contrast online teaching approaches

Demonstrate an understanding of pedagogical theories

Differentiate between the theories of pedagogy and andragogy

Identify characteristics of adult learners

Align learning theories to their application for adult learning

Demonstrate an understand of how culture, culture, environment, race, and class influence adult learning

Identify and understand the challenges of adult learners including career, family and other concerns

Demonstrate an understanding of the development of brain structures over time

Demonstrate an understanding of supports and enhances for adult learning

ED835 - Finance in Higher Education

Overview

Subject code
ED

Course Number
835

Course Long Title
Finance in Higher Education

Credits
3

Course Description
This course focuses on the knowledge and skills required to effectively respond to the financial changes and trends for institutions of higher education, including fiscal planning and management, enrollment management, alumni management, grant writing, and institutional advancement/comprehensive campaigning. Students will analyze and evaluate issues from multiple perspectives, including administrative, consumer, and societal.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate understanding of how knowledge is constructed in education and related fields

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Examine and analyze a range of strategies to ensure that all stakeholders of the college/university work towards a shared vision

Demonstrate and compare leadership strategies that support groups in effective planning and decision-making processes to create meaning and a shared sense of purpose

Examine and analyze methods by which leaders create expectations so that norms, beliefs, structures and skills for inquiry, innovation and continuous improvement are embedded in academic culture

Analyze the ways in which external factors influence goals, policies, institutional planning and assessment

Identify, describe and assess organizational culture and its influence and relationships to organizational leadership and change process to address student assessment goals
Analyze the relationship between politics, policy and resource allocation and student achievement
Consistently produces high quality work
Demonstrates an understanding of andragogy with self-motivation, energetic learning style, and tenacity
Gains achievement through ownership of the learning experience
Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data
Express ideas clearly both orally and in writing

ED901 - Dissertation Practice III: Methodology

Overview

Subject code
ED

Course Number
901

Course Long Title
Dissertation Practice III: Methodology

Credits
3

Course Description
This course is the development of Chapter 3 (Methodology) of the DiP; focusing on the research design and data collection. Students will also gather the necessary data to answer the research question(s).

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate understanding of how knowledge is constructed in education and related fields
Identify and analyze theoretical and ethical issue in knowledge construction and research fields
Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources
Assess research designs, claims, evidence, validity, and value in theoretical and ethical context
Identify and analyze multiple research designs to best address gaps in knowledge Design and apply appropriate research methodology in framing and carrying out inquiry
consistently demonstrates the ability to understand how knowledge is constructed within the research process

Consistently demonstrates the ability to identify and analyze theoretical and ethical issue in knowledge construction and research practice

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various sources

Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in theoretical and ethical context

Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in the context of education-based settings

Demonstrate ability to see beyond the driving and restraining forces impacting an issue and identify the critical factors involve

Demonstrate ability to navigate databases and disaggregate data to identify problem areas within populations

Express ideas clearly both orally and in writing

ED902 - Dissertation in Practice IV: Findings

Overview

Subject code
ED

Course Number
902

Course Long Title
Dissertation in Practice IV: Findings

Credits
3

Course Description
This course is the development of Chapter 4 (Findings) of the DiP. Students will analyze, interpret, report, and discuss the results of the data analysis.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate understanding of how knowledge is constructed in education and related fields

Identify and analyze theoretical and ethical issue in knowledge construction and research fields

Identify and analyze theoretical and ethical issue in knowledge construction and research practice

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various source

Assess research designs, claims, evidence, validity, and value in theoretical and ethical context

Assess research designs, claims, evidence, validity, and value in context of educational organizations, and the communities they serve

Identify and analyze multiple research designs to best address gaps in knowledge Design and apply appropriate research methodolog

Consistently produces high quality work

Demonstrates an understanding of andragogy with self-motivation, energetic learning style, and tenacity

Gains achievement through ownership of the learning experience

Cnsistently demonstrates the ability to understand how knowledge is constructed within the research process

Consistently demonstrates the ability to identify and analyze theoretical and ethical issue in knowledge construction and research practic

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various source

Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in theoretical and ethical context

Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in the context of education-based settings

The student expresses ideas clearly both orally and in writing, listens well, and exhibits ethical standards consistent with being a professional community member

ED903 - Dissertation in Practice V: Conclusion

Overview

Subject code
ED

Course Number
903

Course Long Title
Dissertation in Practice V: Conclusion

Credits
3

Course Description
This course is the development of Chapter 5 (Conclusion and Recommendations) of the DiP. Students will make recommendations for future research and educational practice based on the findings in their study.

Academic Level
Doctoral

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Examines and analyzes ones own positionality

Demonstrate understanding of how knowledge is constructed in education and related fields

Identify and analyze theoretical and ethical issue in knowledge construction and research fields

Identify and analyze theoretical and ethical issue in knowledge construction and research practice

Craft cohesive persuasive arguments by evaluating, applying, or integrating appropriate information from various sources

Assess research designs, claims, evidence, validity, and value in theoretical and ethical context

Assess research designs, claims, evidence, validity, and value in context of educational organizations, and the communities they serve

Identify and analyze multiple research designs to best address gaps in knowledge Design and apply appropriate research methodology in framing and carrying out inquiry

Consistently produces high quality work

Demonstrates an understanding of andragogy with self-motivation, energetic learning style, and tenacity

Gains achievement through ownership of the learning experience

Consistently demonstrates the ability to understand how knowledge is constructed within the research process

Consistently demonstrates the ability to identify and analyze theoretical and ethical issue in knowledge construction and research practice

Consistently demonstrates the ability to identify, consult, and analyze information and arguments from a variety of resources including educators, peer-reviewed literature, the internet, media and raw data

Consistently demonstrates the ability to craft cohesive persuasive arguments by evaluating, applying or integrating appropriate information from various sources

Consistently demonstrates the ability to assess research designs, claims, evidence, validity, and value in theoretical and ethical context

Demonstrate ability to consider large-scale interventions found within the literature and modify the approach to suit localized needs

Demonstrate ability to design outcomes-based intervention with post-hoc knowledge of application and evaluation

Demonstrate ability to apply laboratory theory to field-based, job-embedded components to test their change concepts

Express ideas clearly both orally and in writing

ED903A - Dissertation in Practice V: Conclusion

Overview

Subject code
ED

Course Number
903A

Course Long Title
Dissertation in Practice V: Conclusion

Credits
2

Course Description
This course is the development of Chapter 5 (Conclusion and Recommendations) of the Dissertation in Practice. Students will make recommendations for future research and education practice based on the findings in their study.

Academic Level
Doctoral

School
School of Arts and Sciences

ED903B - Dissertation V:Capstone

Overview

Subject code
ED

Course Number
903B

Course Long Title
Dissertation V:Capstone

Credits
1

Course Description
This course is the development of the Capstone project. The project is to be based off the student's individual research and findings, and is to contribute to the field of higher education.

Academic Level
Doctoral

School
School of Arts and Sciences

EDED 713 - Curriculum Adaptations/Differentiated Instruction in the College Setting

Overview

Subject code
ED

Course Number
ED 713

Course Long Title
Curriculum Adaptations/ Differentiated Instruction in the College Setting

Credits
3

Course Description
This course will examine the theoretical tenets of differentiated instruction and its application in a college setting. Participants will explore diverse learning needs and strategies for adapting content and assessments to meet these needs in a higher education environment. Focus will be on designing educational experiences and learning pathways for all learners.

Academic Level
Doctoral

School
School of Arts and Sciences

EN105 - Reading,Thinking, & Writing I

Overview

Subject code
EN

Course Number
105

Course Long Title
Reading,Thinking, & Writing I

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

EN106 - Reading,Thinking,&Writing II

Overview

Subject code
EN

Course Number
106

Course Long Title
Reading,Thinking,&Writing II

Credits
3

Course Description
This course focuses on critical reading, thinking, and writing skills. Practice in writing reports, proposals, and annotated bibliographies challenges students to engage all skills emphasized in the course. To further encourage deep critical thinking and more textured and sophisticated college-level writing and research, texts used may be interdisciplinary in nature and will be organized around a central theme of the instructor's choice and expertise. Themes have included food and politics, poverty, social media, place, and the American prison system. EN 105 (or equivalent) is a prerequisite for all literature and writing courses.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN107 - Intro. to Literature I

Overview

Subject code
EN

Course Number
107

Course Long Title
Intro. to Literature I

Credits
3

Course Description
This course emphasizes development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. Literary genres covered include the short story, classical and modem tragedy, narrative poetry, and the modem novel.

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

EN108 - Intro. to Literature II

Overview

Subject code
EN

Course Number
108

Course Long Title
Intro. to Literature II

Credits
3

Course Description
This course emphasizes development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. Literary genres covered include drama, the Victorian and contemporary novel, existentialist literature, and lyric poetry.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN109 - Honors English

Overview

Subject code
EN

Course Number
109

Course Long Title
Honors English

Credits
3

Academic Level
Undergraduate

School
School of Arts and Sciences

EN202 - Publishing Hemetera-RC Literary Journal

Overview

Subject code
EN

Course Number
202

Course Long Title
Publishing Hemetera-RC Literary Journal

Credits
0.5

Course Description
Hemetera, Regis College's literary journal, is a student-run, annual print and digital publication that features a wide range of Regis undergraduate and graduate poetry, prose, photography, and artwork. Under the guidance of a faculty advisor, students learn how to develop, edit, design, publish, and market a literary journal. Students also work together to organize and host Hemetera's annual reading and release event for the greater Regis community. This course may be repeated up to 6 times for a total of 3 credits.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN204 - Us Story:migration & Immigration

Overview

Subject code
EN

Course Number
204

Course Long Title
Us Story:migration & Immigration

Credits
3

Course Description
The United States has been shaped from its very beginnings by the migrations of its people. Prompted by choice or force, migration stories have often defined how we think of ourselves as Americans and how we have come to consider the American Dream. This course will explore these various journeys and hardships through novels, stories, poems, plays, and memoirs spanning the 19th century to today. Beginning with precursors such as Eloudah Equiano and William Bradford , we go on to such 19th, 20th, and 21st century voices as Willa Cather, Carlos Bulosan, Sui Sin Far, Anzia Yezierska, Chester Himes, Isaac Bashevis Singer, Meridel LeSeuer, Mario Puzo, Lorraine Hansberry, Leslie Marmon Silko, Maxine Hong Kingston, Jack Kerouac, Christina Garcia, Jhumpa Lahiri, Shaun Tan, Karolina Waclawiak, and Chimamanda Ngozi Adichie to explore the effects of migration and immigration on our notions of American identity. Prerequisites: EN105, EN106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN205 - Major British Writers I

Overview

Subject code
EN

Course Number
205

Course Long Title
Major British Writers I

Credits
3

Course Description
This course is a survey of some major works of British literature from its beginnings to the seventeenth century, studied in the context of England's historical and religious context in this period. The course includes a range of nonfiction, fiction, and dramatic works. Readings may include Beowulf, Sir Gawain and the Green Knight, Lanval, 143 selections from the lyric poetry of Wyatt, Surrey, Sidney, and Spenser. Prerequisites: EN105, EN106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN206 - British Writers: 1660-1945

Overview

Subject code
EN

Course Number
206

Course Long Title
British Writers: 1660-1945

Credits
3

Course Description
This course serves as a survey of the major works of British literature from the Restoration of Charles II to the early twentieth century, with a focus on the relations between literary aesthetics, culture, religion, sexuality, notions of morality, and politics. A central focus will be the ways in which these various concepts coalesced to allow England to become an uncontested empire by the 19th century. Readings will include Richardson, Hobbes, Wycherley, Mary Shelley, Dickens, Joyce, and many more. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN207 - Chaucer in Context

Overview

Subject code
EN

Course Number
207

Course Long Title
Chaucer in Context

Credits
3

Course Description
Chaucer in Context offers a panoramic view of English late medieval history, philosophy, and religion, viewed through the lens of Chaucer's Canterbury Tales. Students will begin by learning the critical skills necessary to interpret the text in its original Middle English and then consider Chaucer using multidisciplinary texts. Prerequisites: EN 105, EN 106, and EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN208 - 19th Century British Novel

Overview

Subject code
EN

Course Number
208

Course Long Title
19th Century British Novel

Credits
3

Course Description
This course is comprised of a study of the major British novels of the nineteenth century, with a particular concentration on a specific theme or sub-genre each time such as the bildüngsroman, the domestic novel, the industrial novel, etc. Students will examine the treatment of social issues and trends as well as work, education, marriage, and its alternatives. Students will read novels by such writers as Shelley, Austen, the Brontës, Dickens, Gaskell, Thackeray, Eliot, Hardy, and Butler. Prerequisites: EN 105, EN 106, or EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN209A - Creative Writing

Overview

Subject code
EN

Course Number
209A

Course Long Title
Creative Writing

Credits
3

Course Description
This course introduces students to the writing of the short story and poetry. Students will write and share their work with the class. Students will also read classic fiction and poetry as well as study strategies for writers. While the course is introductory, the workshop discussion should be useful to students at any level. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN210 - Poetry Workshop

Overview

Subject code
EN

Course Number
210

Course Long Title
Poetry Workshop

Credits
3

Course Description
Students will write their own poems and critique poems in a weekly workshop setting, study a variety of published poems from the ancient to the contemporary, and respond to a number of poetry prompts and assignments to stretch their imaginations and their writing skills. The course culminates in a final portfolio of revised work and reflections. Prerequisites: EN 105, EN 106, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN210B - Fiction Workshop

Overview

Subject code
EN

Course Number
210B

Course Long Title
Fiction Workshop

Credits
3

Course Description
The focus of this course will be on the process of developing short stories. To develop structure, style, and voice, students will read and study published short stories and then write and present drafts of stories for class workshop sessions before revising work for a final portfolio. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN211 - Writing About Texts

Overview

Subject code
EN

Course Number
211

Course Long Title
Writing About Texts

Credits
3

Course Description
In this course, students explore the forms, devices, and contexts of various genres of literature (fiction, poetry, and drama) and apply their understanding by analyzing and interpreting literary works drawn from worldwide sources. Texts chosen will vary by topic and theme as selected by the instructor. Themes may include coming of age, literature of the fantastic, the hero's journey, literature and medicine, literature of disability, prison literature, love and sexuality, family dramas, etc.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Able to provide valid research and documentation for senior project in a well thought out essay format

2 Demonstrate the capability to critically think about Shakespeare and his teachings

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2 Demonstrate the capability to critically think about Shakespeare and his teachings

EN218 - Traditions African-Amer Literature

Overview

Subject code
EN

Course Number
218

Course Long Title
Traditions African-Amer Literature

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

EN222 - King Arthur & Chivalric Tradition

Overview

Subject code
EN

Course Number
222

Course Long Title
King Arthur & Chivalric Tradition

Credits
3

Course Description
The tales of King Arthur and his Knights of the Round Table are the definitive works of chivalric romance. Eight hundred years after the first shadowy version of the story is written down, Arthur continues to enchant us, and continues to be a source of inspiration for writers across the world. We will study stories of war, magic, mysticism, and history as they appear in several different national traditions, including those of Roman Britain, medieval England and Wales, France, Germany, and Iceland. Starting from brief, tantalizing references in the writings of Gildas and Nennius, we will trace the rise of Arthur and his court, the quest for the Holy Grail, the forbidden love of 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. We will take detours from this main narrative to study the perils and triumphs of Roland, Tristan and Isolde, and Sigurd. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN223 - The Art of Persuasive Writing

Overview

Subject code
EN

Course Number
223

Course Long Title
The Art of Persuasive Writing

Credits
3

Course Description
Students begin by exploring a definition of "rhetoric" as practiced by a broad range of writers. They examine how writers use rhetorical devices, both classical and modern, to explain their positions and develop their arguments. Writing assignments include students' own persuasive papers on topics chosen from a list of current social issues. Articles from present-day news media and other sources serve both as works to analyze and as models to emulate. Themes for readings vary by the interest of the instructor and have included education in America, gender and rhetoric, and political rhetoric.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN224A - Classical Mythology

Overview

Subject code
EN

Course Number
224A

Course Long Title
Classical Mythology

Credits
3

Academic Level
Undergraduate

School
School of Arts and Sciences

EN227 - Writing with Style

Overview

Subject code
EN

Course Number
227

Course Long Title
Writing with Style

Credits
3

Course Description
In this course, students participate in a series of intensive workshops designed to strengthen their ability to edit for grammar, mechanics, punctuation, style, and tone. Students work in small editorial teams to craft and polish a variety of print and online texts. Two main projects include developing the tone and style of a class website and conducting interviews with editors and proofreaders working in trade and academic publishing. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN228 - U.S. Literature I: Early-1865

Overview

Subject code
EN

Course Number
228

Course Long Title
U.S. Literature I: Early-1865

Credits
3

Course Description
This course features a study of major works of American literature from the moments of first contact between Native Americans and Europeans through the Civil War. Through the study of historical accounts, poems, captivity narratives, slave narratives, early sentimental novels and longer works, students will examine the legacy of European/Native conflict, Puritan theology, slavery and abolition, westward expansion, and reconstruction on the formation of American literature. Authors to be considered may include Olaudah Equiano, Mary Rowlandson, Bradford, Sojourner Truth, Harriet Jacobs, Ralph Waldo Emerson, Henry David Thoreau, Emily Dickinson, Herman Melville, and Walt Whitman. Prerequisites: EN 105, 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN229 - US Literature II:1865-Present

Overview

Subject code
EN

Course Number
229

Course Long Title
US Literature II:1865-Present

Credits
3

Course Description
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, and Kingston. This course need not be taken in sequence with EN 228. Prerequisite: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN230 - Creative Nonfiction Workshop

Overview

Subject code
EN

Course Number
230

Course Long Title
Creative Nonfiction Workshop

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

EN231 - Writing in Place:Travel Memoirs

Overview

Subject code
EN

Course Number
231

Course Long Title
Writing in Place:Travel Memoirs

Credits
1

Course Description
In this 1-credit travel course led by two full-time writing instructors, students will journey to such locations as Dublin, Ireland; San Miguel de Allende, Mexico; or Rome, Italy to explore the ways in which writing in place and about place shape our texts, our styles, and our approaches. Students will be able to experiment with all genres, including travel essays, memoirs, poetry, and digital storytelling. Students may sign up for this 1-credit course during registration for spring courses, or it may be taken in tandem with a creative writing course on offer for the spring-Poetry Workshop or Creative Nonfiction. The course requires 3 pre-travel planning and study meetings to learn about the cultural, historical, and social aspects and be introduced to some of the literature and art of the destination country, as well as several post-travel meetings to plan a presentation, to conference with an instructor to revise writing 147 projects, and to make a final presentation to the Regis community. Prerequisites: EN105, EN106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN232 - InteractiveFiction&GameDesign

Overview

Subject code
EN

Course Number
232

Course Long Title
InteractiveFiction&GameDesign

Credits
3

Course Description
This course considers the connection between literature and technology in a number of genres and media. The course seeks to ask the big questions of technology, like "What is the nature of humanity"; "Who is in charge: technology or humans?"; "Should we fear our own creations?"; and "Can technology create art?" The course will look at ways literature, cultural critics, film, and other media have dealt with these questions, using such texts as H.G. Wells' The Island of Dr. Moreau; R.U.R. by Capek; Frankenstein by Shelley; 2001: A Space Odyssey, dir. Kubrik, and 1984 by Orwell. The course will also include the creation of a multimedia project that students will submit to explore how the use of technology can be used expressively and narratively.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN233 - Literature and Technology

Overview

Subject code
EN

Course Number
233

Course Long Title
Literature and Technology

Credits
3

Course Description
This course considers the connection between literature and technology in a number of genres and media. The course seeks to ask the "big questions" of technology, like "What is the nature of humanity"; "Who is in charge: technology or humans?"; "Should we fear our own creations?"; and "Can technology create art?" The course will look at ways literature, cultural critics, film, and other media have dealt with these questions, using such texts as H.G. Wells', The Island of Dr. Moreau; R.U.R., by Capek; Frankenstein by Shelley; 2001: A Space Odyssey, dir. Kubrik, and 1984 by Orwell. The course will also include the creation of a multimedia project that students will submit to explore how the use of technology can be used expressively and narratively.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN234 - The Body in Literature

Overview

Subject code
EN

Course Number
234

Course Long Title
The Body in Literature

Credits
3

Course Description
How has literature imagined, explored, and represented the human body? In this course we will look at literature written in English from across history and cultures to reflect on the ways in which the human body has been depicted-Is it a cage for the soul or a wondrous vehicle for individual expression? Is it beautiful? Monstrous? Able? Ill or well? Is it gendered? Is it human? We will look at a variety of narratives in a range of genres, from lyric poetry to science fiction, from memoir to short stories, from plays to films, from philosophy and science to disability studies and literary theory, in order to fully explore this topic. Readings may include Homer, Chaucer, William Shakespeare, Jonathan Swift, Walt Whitman, Emily Dickinson, Frederick Douglass, Zora Neale Hurston, Virginia Woolf, James Baldwin, Michael Ondaatje, Sharon Olds, Margaret Atwood, Lucia Perillo, Claudia Rankine, and others. Prerequisites: EN105, EN106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN236 - Foundations of Literature

Overview

Subject code
EN

Course Number
236

Course Long Title
Foundations of Literature

Course Description
This course will study some of the most important works of literature that underpin Western cultural heritage, which will give us a richer and deeper understanding of so much great art, music, poetry, history, and religion through the centuries. We will study such foundational works as The Epic of Gilgamesh, Homer's Iliad, Vergil's Aeneid, Dante's Inferno, Beowulf, The Song of Roland, Chaucer's Canterbury Tales, Sir Gawain and the Green Knight, and Shakespeare's Hamlet. Students will explore the forms, devices, and contexts of classic works of literature from many different times and places and apply their understanding by closely reading literature on the microlevel and considering how texts are revised and modulate in meaning in different historical and cultural contexts.In addition, we will gather, evaluate, and organize information from both traditional and electronic sources, being sure to appreciate the implications of, and the various uses for, secondary materials. This will allow us to recognize and analyze key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.

Academic Level
Undergraduate

EN288A - Tolkien & Quest for Meaning

Overview

Subject code
EN

Course Number
288A

Course Long Title
Tolkien & Quest for Meaning

Credits
3

Course Description
In this class, students will study the fiction and nonfiction of J.R.R. Tolkien. We will use his writing, especially his greatest work, The Lord of the Rings, as a way to explore complex spiritual and philosophical concepts, including the relationship between humans and the environment, technology's effect on the spirit, and the nature of the divine. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN303 - Living Literature

Overview

Subject code
EN

Course Number
303

Course Long Title
Living Literature

Credits
3

Course Description
In Living Literature, students will read and write intensively about and in response to the work of five selected local authors who will visit campus and work directly with students. Authors will include novelists, poets, nonfiction writers, journalists, and dramatists. The texts chosen will focus on such themes as representations of disability; war and its aftermath; gender, race, and class issues; and family dynamics. Prerequisites: EN105, EN106, and EN211

Academic Level
Undergraduate

School
School of Arts and Sciences

EN304 - Study Abr: Literary Studies

Overview

Subject code
EN

Course Number
304

Course Long Title
Study Abr: Literary Studies

Credits
3

Course Description
Students will travel to a selected location outside of the United States for intensive study of the literature, drama, film, or other cultural production of that location. The course includes field trips in addition to in-depth study of a variety of literary, dramatic or performative texts and the completion of both analytical and creative writing assignments. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN306 - American Lit. Landscape

Overview

Subject code
EN

Course Number
306

Course Long Title
American Lit. Landscape

Credits
3

Course Description
This course features the exploration of one geographical region ("place") as a contributing influence on American literature. The course will focus on one area, such as Boston and its environs, or one area as it relates to a literary movement, such as the Harlem Renaissance or Transcendentalism and Concord, MA. Prerequisites: EN 105, EN 106, or EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN309 - Studies in Postcolonialism

Overview

Subject code
EN

Course Number
309

Course Long Title
Studies in Postcolonialism

Credits
3

Course Description
Students will explore postcolonial literature in English, primarily from Africa, India, and the West Indies. They will examine issues of colonization and decolonization, in addition to the historical contexts and the aesthetic and political challenges posed in texts by Chinua Achebe, Buchi Emecheta, Ama Ata Aidoo, Ngugi wa Thiong'o, Nadine 149 Gordimer, J. M. Coetzee, Salman Rushdie, and V. S. Naipaul. Prerequisites: EN 105, EN 106, EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN311 - Shakespeare:Histories/Comedies

Overview

Subject code
EN

Course Number
311

Course Long Title
Shakespeare:Histories/Comedies

Credits
3

Course Description
A reading course in Shakespeare designed to give an in-depth knowledge of his representative histories and comedies.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN311A - Shakespeare I: Justice& Law

Overview

Subject code
EN

Course Number
311A

Course Long Title
Shakespeare I: Justice& Law

Credits
3

Course Description
This course offers a consideration of Shakespeare's plays using the lenses of law, justice, and politics. The course will include plays from several of Shakespeare's major dramatic genres. In addition to a close literary examination of the plays, students will consider issues of law, justice, and leadership that informed Shakespeare's work and help us grapple with the critical-and eternal-questions that still engage us today. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN312A - Shakespeare II

Overview

Subject code
EN

Course Number
312A

Course Long Title
Shakespeare II

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

EN316 - Romance, Empire, Innovation

Overview

Subject code
EN

Course Number
316

Course Long Title
Romance, Empire, Innovation

Credits
3

Course Description
This course covers three distinct periods of British literature: Romantic, Victorian, and early 20th-century Modernism. Our emphasis will be on how developments in social values and ideologies are reflected in literature, and how literary forms and trends themselves have evolved over that century-and-a-half, with a particular focus on the novel's ascendancy to the quintessential form of literary expression. We will closely read and discuss key works by Wordsworth, Coleridge, Shelley, Austen, Dickens, Eliot, Browning, Joyce, and Beckett, among others. Prerequisites: EN 105, EN 106, EN 206 suggested, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN320 - Modern Drama

Overview

Subject code
EN

Course Number
320

Course Long Title
Modern Drama

Credits
3

Course Description
This course consists of a study of modern drama from Ibsen and Chekhov to the present, including such dramatists as O'Neill, Williams, Miller, Pinter, Beckett, Hellman, Shange, and Childress. Emphasis will be placed on the dramatists' cultural ethos and the plays' style and structure. Prerequisites: EN 105, EN 106 or EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN321 - American History Thru Poetry

Overview

Subject code
EN

Course Number
321

Course Long Title
American History Thru Poetry

Credits
3

Course Description
This course tells the story of contemporary United States through some of the most important poetry books written after WWII and explores the depth and breadth of the historical and artistic influence of each of these poetry collections. From Allen Ginsberg's Howl and the obscenity trials that threatened its future to Tori Dent's HIV: Mon Amour that put women suffering with AIDs on the American map for the first time, American poetry has sought to reflect and shape U.S. culture through innovative and risk-taking language making. Works to be studied include: Howl by Allen Ginsberg, Life Studies by Robert Lowell, Diving Into the Wreck by Adrienne Rich, Coal by Audre Lorde, Ariel by Sylvia Plath, and others. Prerequisites: EN 105, EN 106, or EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN323 - Donne and Milton

Overview

Subject code
EN

Course Number
323

Course Long Title
Donne and Milton

Credits
4

Course Description
Read the works of the two most influential non - dramatic English poets of the sixteenth and seventeenth centuries. Students will spend significant time reading the works of Edmund Spenser, including large selections from his masterwork, The Faerie Queene , and several of his mysterious, puzzle - like, shorter poems, like The Fate of the Butterflie and Mother Hubberds Tale . Then they will look at the poet who 147 Spen ser inspired: John Milton. Stu dents w ill focus on excerpts from Mil ton's Paradise Lost and consider the historical, literary, and re ligious contexts that made these poets so famous. Through comparat ive reading, students will dis cover how these two poets speak to each other. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN323A - Spenser and Milton

Overview

Subject code
EN

Course Number
323A

Course Long Title
Spenser and Milton

Credits
4

Course Description
Read the works of the two most influential non-dramatic English poets of the sixteenth and seventeenth centuries. Students will spend significant time reading the works of Edmund Spenser, including large selections from his masterwork, The Faerie Queene, and several of his mysterious, puzzle-like, shorter poems, like "The Fate of the Butterflie" and "Mother Hubberds Tale." Then they will look at the poet who Spenser inspired: John Milton. Students will focus on excerpts from Milton's Paradise Lost and consider the historical, literary, and religious contexts that made these poets so famous. Through comparative reading, students will discover how these two poets speak to each other. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN325 - Latinx Writers in the Us

Overview

Subject code
EN

Course Number
325

Course Long Title
Latinx Writers in the Us

Credits
3

Course Description
This course studies the literary contributions from the major immigrant groups that constitute Latinx communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, Dominicans and Central Americans. Students will explore how writers represent issues of ethnic, linguistic, sexual and mythological identities. Subjects addressed include immigration, bilingualism, transculturation, border culture, gender relations, and the evolution of a queer conscience. The course is taught in English. Students taking this course for Spanish credit are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 305, SP 306 or equivalent. Prerequisites for English credit: EN 105, EN 106 with permission of the instructor, or EN 211.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN329 - Writing forChange in Comm.

Overview

Subject code
EN

Course Number
329

Course Long Title
Writing forChange in Comm.

Credits
3

Course Description
This is an advanced writing course emphasizing the role of non-profit agencies at a local and national level. Students identify areas of need in the community and develop projects addressing mission, fundraising, social media campaigns, and website development, while learning about grant processes and public relations. Projects have the opportunity to create or connect to real-world agencies and build resumes. There are no text purchases for this course.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN330 - History of the English Lang.

Overview

Subject code
EN

Course Number
330

Course Long Title
History of the English Lang.

Credits
3

Course Description
This course will introduce students to the history of the English language with a focus on English's journey from 800-1700. Students will study changes in spelling, sound, and vocabulary and learn how to read and understand Old and Middle English texts. Because Old English is so different from Modern English, the class will approach its study like a foreign language, considering issues of grammar like case, mood, and grammatical gender. Students will consider early English historical and literary texts and have the unusual pleasure of studying them in their own language. In the process of learning the history of English, we will gradually introduce enough historical linguistic material to understand not only how English changed, but why. No prior knowledge of linguistics or early English is required. Prerequisites: EN 105, EN 106

Academic Level
Undergraduate

School
School of Arts and Sciences

EN334 - Writing and Healing

Overview

Subject code
EN

Course Number
334

Course Long Title
Writing and Healing

Credits
3

Course Description
This interdisciplinary advanced writing course emphasizes the cognitive and emotional benefits of creative writing for diverse populations, including patients and caregivers. Students read and analyze a range of literature such as personal essays, poems, short 152 stories as well as a wide variety of nonfiction works within psychology, sociology, and medical studies. By the end of this course, students will have gained a deep understanding of the therapeutic aspects of writing. Students will also have the opportunity to participate in Regis' annual Writing and Trauma Conference. Prerequisites: EN 105, EN 106, with a grade of B or above, and/or the recommendation of a professor who has seen evidence of the student's writing abilities

Academic Level
Undergraduate

School
School of Arts and Sciences

EN335 - Cont.WomenWriters:20th Century to Pres

Overview

Subject code
EN

Course Number
335

Course Long Title
Cont.WomenWriters:20th Century to Pres

Credits
3

Course Description
This course offers an exploration of the themes, language, subjects, and visions present in writing by women of varying cultural heritages. Works will be interpreted against the background of women's struggle for political, social, and artistic liberation and within the context of influential literary criticism. Prerequisites: EN 105, EN 106 or EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

EN337 - Literature, Atrocity & Distopia

Overview

Subject code
EN

Course Number
337

Course Long Title
Literature, Atrocity & Distopia

Course Description
This course will explore a variety of literary and filmic works that either depict a well-known historical incident or that speculate about possible future social problems. Primarily, we will engage with texts that reveal the darker sides of human nature, in particular the corrupting nature of power, the capacity of humans to exert cruelty upon others, and the paradoxes inherent in trying to create a true Utopian society.

Academic Level
Undergraduate

School
School of Arts and Sciences

EN338 - Modernisms

Overview

Subject code
EN

Course Number
338

Course Long Title
Modernisms

Credits
3

Course Description
A wide-ranging exploration of Modernism as it expressed itself in in the work of major British and American artists, musicians and writers. The course will look at the years leading up to WWI, the growth of manifestoes and movements, and the ways in which modernist tenets were expressed in the work of such writers as Yeats, Woolf, Eliot, Pound, Joyce, Hemingway, Fitzgerald, Stein, Loy, Hughes, Millay, H.D., Williams, Toomer, Larsen, Hurston, and others. Prerequisites: EN 105, EN 106 or EN 211, or permission of instructor

Academic Level
Undergraduate

School
School of Arts and Sciences

EN348 - American Narratives/Identity

Overview

Subject code
EN

Course Number
348

Course Long Title
American Narratives/Identity

Credits
3

Course Description
This class will introduce students to a selection of uniquely American narratives, such as captivity narratives and slave narratives, or American autobiography. As distinctly American literary forms they provide a unique entre to American literature, culture, and history. Prerequisites: EN 105, EN 106, or EN 211, or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

ES200 - Prin.Sustainability Sci. for Environment

Overview

Subject code
ES

Course Number
200

Course Long Title
Prin.Sustainability Sci. for Environment

Credits
3

Course Description
This course offers an introduction to the concepts of environmental sustainability and the complex problems associated with sustainability. This is an interdisciplinary course where students will learn to recognize, study, and analyze complex relationships between the social, human, and environmental systems that address issues involving: climate change, pollution, environmental science, natural resources, environmental degradation, population shifts, food systems, sustainable production and consumption, lifestyles, human security and public health.

Academic Level
Undergraduate

School
School of Arts and Sciences

ES201 - Ethics and Policy in ES

Overview

Subject code
ES

Course Number
201

Course Long Title
Ethics and Policy in ES

Credits
3

Course Description
This course will examine the fundamental value systems (ethical, religious, and philosophical) that are at the root of many environmental issues and then analyze how these varied values translate into constructing environmental policies. Students will integrate their understanding of the complex interactions between natural and human systems to examine case studies of major environmental policies on topics ranging from regulation of pollutants, natural resource management, global climate policy, endangered species, and social justice. Students will learn to weigh the concerns of various stakeholders affected by environmental issues, and formulate policy to address concerns of human health and wellbeing, environmental preservation, and economic feasibility.

Academic Level
Undergraduate

School
School of Arts and Sciences

ES301 - Environmental Science

Overview

Subject code
ES

Course Number
301

Course Long Title
Environmental Science

Credits
4

Course Description
This course will focus on the numerous ways in which human activities and environmental processes affect each other. The effects of human activities on our air, water, soil, and other organisms will be examined, both at the small scale and at the global scale. Specific topics that will be investigated both in lectures and with laboratory experiments include air and water circulation, the fate and transport of pollutants in the environment, water treatment methods, and climate change. Students will learn how to collect, analyze, and present a variety of environmental data, and connect this to human activities and sustainability.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- ES301X - Lab

Learning Outcomes

Learning Objectives

Explain the cycling of matter and energy through Earths natural and human-modified systems

Describe ways in which Earth is a complex, dynamic system of interacting rock, water, air, and life

Provide examples of ways in which human modification of complex natural and established social systems may lead to unintended consequences

Illustrate ways in which human decision-making and natural systems impact one another on various time scales

Design a research plan for addressing environmental problems

Collect environmental field data using appropriate sampling protocols

Analyze environmental samples using relevant field and laboratory instrumentation

Interpret analytical data measured on environmental samples

Report research findings graphically and verbally

ES302 - Sustainability & Human Systems

Overview

Subject code
ES

Course Number
302

Course Long Title
Sustainability & Human Systems

Credits
3

Course Description
Creating a sustainable future necessitates improving human well-being with environmentally sound and financially feasible decision making. This course will holistically explore challenging topics involving human systems and strategies for improving humanity and the environment. Topics include: systems thinking, 'wicked' problems, natural resources and life cycle assessment, industrial ecology, corporate sustainability, urban planning and transportation, community resilience, empowerment, measuring development, food systems, environmental anthropology, and environmental justice. ES 200 (Principles of Sustainability Science for the Environment) or permission of instructor is required for this course.

Academic Level
Undergraduate

School
School of Arts and Sciences

ES304 - Dynamic Systems Modeling

Overview

Subject code
ES

Course Number
304

Course Long Title
Dynamic Systems Modeling

Credits
3

Course Description
It is necessary to understand the behavior of systems to anticipate their outcomes. This is valid from social sciences, like when promoting peaceful resolution of conflicts, or biological issues like when studying the reproduction rate of a forest. This course provides students the concept of complexity and dynamism in social and biological systems resulting in environmental outcomes. This concept is operationalized in visual modeling aided by specialized software. Students will acquire high proficiency in finding the most relevant and accurate scientific information to define the system parts and their interconnections and will develop alternative models to achieve better understanding of the system under study. After students gets highly skilled gathering scientific information and managing the software with defined models, they will develop a model for the environmental dynamic system of their choice (social and/or biological). Pre-Requisite MA 210

Academic Level
Undergraduate

School
School of Arts and Sciences

EXS258 - Scope of Exercise Science

Overview

Subject code
EXS

Course Number
258

Course Long Title
Scope of Exercise Science

Credits
3

Course Description
This course will introduce students to a wide variety of topics and career opportunities related to exercise science. Primary emphasis areas will include: exercise physiology, sports medicine, sport nutrition, motor behavior, biomechanics, and sport psychology. Students will explore research related to current issues in exercise science and gain a broader understanding of the field of study. Prerequisites HFS 150 or HFS 311 recommended

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Discuss history, methods, applications, assessment and research in the following content areas: Exercise Physiology, Sports Medicine, Sports Nutrition, Motor Behavior, Biomechanics, Sport Psychology, Occupational Therapy, Physical Therapy

Apply relevant terminology and interpret past and current information related to each of the above content areas

Examine the professional and post graduate opportunities available for each of the major content areas

Evaluate research articles and the potential application of research in each of the major areas

Identify and discuss areas of interprofessional practice in Health Sciences

EXS261 - Motor Learning

- Develop knowledge in each professional content area and utilize the information in planning a potential education and career path

Overview

Subject code
EXS

Course Number
261

Course Long Title
Motor Learning

Credits
3

Course Description
This course provides an introduction to the theories and principles of motor learning, skill acquisition, and performance. It will provide the student with an opportunity to apply these principles in a variety of situation-based learning experiences. Students will increase their knowledge of motor behavior and be able to plan appropriate learning activities based on characteristics of the performer, the task, and the environment.
Prerequisites: HFS 150 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Describe and explain the theories and principles of motor control, motor learning and performance

Identify the main principles involved in skilled performance and motor skill learning, and how these impact the learner

Describe various performer, task and environmental factors that impact skill learning and apply these factors in a variety of situations

Describe and explain the factors that practitioners should consider when diagnosing, designing, and assessing learning experiences

Evaluate performance level of individuals in various situations using established guidelines, and plan effective learning experiences for motor skill improvement

Develop an effective instructional plan for assisting an individual in learning or improving a selected skill

Locate, read and decipher current research in motor behavior

Participate in situation-based labs and apply motor behavior principles to correctly respond to lab questions and discussions

Demonstrate understanding of theory and principles of motor behavior through class participation, labs, quizzes and exams

Develop an effective practice/treatment process, for a specific performer(s) and skill, using information from current research in motor learning, motor control and performance

Demonstrate understanding of the value of civic engagement by participating in volunteer activities related to class (Institutional Undergraduate Major Assessment Report)

EXS314 - Exercise Assessment/Lab

Overview

Subject code
EXS

Course Number
314

Course Long Title
Exercise Assessment/Lab

Credits
2

Course Description
Exercise assessment will provide students with the understanding and practical application of evaluation techniques in health and fitness including health risk appraisal, blood pressure and heart rate monitoring, aerobic and anaerobic exercise testing, strength and flexibility assessment, body composition analysis, etc. Students will be introduced to the assessment procedures, gain an understanding of the benefits of the assessment, and gain knowledge regarding the assessment outcomes during class sessions. Following the didactic session, students will participate in lab applications, performing the exercise assessments and evaluating the outcomes. Prerequisites: BI 106, HFS 150 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Evaluate individuals health risk for participation in specific exercise protocols using ACSM guidelines

Describe the importance of procuring informed consent prior to exercise assessment and be able to verbally describe the testing procedures to the individual Demonstrate understanding of pre-exercise screening and health risk assessment

Perform various fitness assessments following established protocols as outlined These will include evaluations of health risk appraisal, heart rate, blood pressure, flexibility, muscular strength and muscular endurance, body composition, aerobic and anaerobic fitness, and Max VO2

Evaluate the individuals fitness level based on the specific exercise test and provide general feedback regarding the individuals future exercise plan

Describe normal and abnormal responses to exercise and possible related diseases Utilize information from an EKG to determine if it is a normal or abnormal resting or exercise EKG

Evaluate individuals health risk for participation in specific exercise protocols using ACSM guidelines

Describe the importance of specific fitness assessments, and apply this information by determining groups/ individuals that would benefit from these evaluations

Perform specific mathematical calculations necessary to determine/predict fitness level related to specific assessments

Evaluate the data generated from the assessment, and describe how this information would be utilized for planning a fitness program or for improving athletic performance

EXS315 - Exercise Programming/Lab

Overview

Subject code
EXS

Course Number
315

Course Long Title
Exercise Programming/Lab

Credits
2

Course Description
Students will increase their knowledge regarding client screening, appropriate exercise procedures, and exercise techniques. Exercise Programming will provide students with practical experience in developing fitness programs for apparently healthy individuals. Students will plan and implement appropriate aerobic, anaerobic, strength, and flexibility exercise programs for fellow students and, if appropriate, Regis Fitness Center members with instructor supervision. Prerequisites: BI 106; HFS 150; EXS 314; PE 203N, or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Explain the importance of pre-exercise health screening, analyze the information gleaned from the pre-exercise screening, and apply this information in developing individual exercise recommendations

Demonstrate understanding of the five components of health related fitness, ACSMs guidelines for each of the areas, and the relationship between an active or sedentary lifestyle and health

Plan and implement various cardiovascular exercise and circuit training programs based on the individuals current fitness level, experience and goals

Explain a variety of exercises for strengthening specific muscle groups, demonstrate correct technique in performing each exercise, and be able to explain key components for correct performance to a client

Explain and apply muscular strength and endurance training principles such as isometric, dynamic, isokinetic, and plyometric training, as well as various systems of resistance training

Develop appropriate muscular strength and endurance programs based on the individuals current fitness level, experience and goals

Explain the relationship between repetitions, intensity, sets and rest as they relate to resistance training for strength and endurance Apply these principles in developing a beginning exercise program, as well as safely manipulating these principles for exercise progression

1 Explain the risk level associated with various exercises Apply this knowledge by determining which exercises would be appropriate/inappropriate for specific scenarios

Explain factors related to back health, correct posture, and recommended/contraindicated exercises Apply this knowledge by determining appropriate/inappropriate exercise techniques related to specific scenarios

Develop flexibility training programs for healthy individuals

Instruct and supervise individuals as they perform cardiovascular, resistance and flexibility exercises Provide positive and correctional feedback to individuals during their exercise performance to ensure safe and effective training techniques

Perform calculations to determine appropriate exercise heart rate, METS, percentage of maximal strength, etc and be able to use these in determining appropriate exercise levels

Describe various factors related to behavior change and methods of motivating individuals to begin and continue exercise Practice these techniques in specific class/lab situations

EXS355 - Psychology of Exercise&sport

Overview

Subject code
EXS

Course Number
355

Course Long Title
Psychology of Exercise&sport

Credits
3

Course Description
The purpose of this course is to provide the student with an overview of the theories and principles of psychology with respect to exercise and performance. Effects of psychological factors on the body and on performance will be examined, as well as the effects of exercise and competition on psychological development, health, mood, and general well-being. Prerequisites: HFS 150 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Describe the historical development of exercise psychology

Describe sociological and psychological factors related to human movement and behavior in sport and physical activity

Discuss known personal, environmental and task-related characteristics associated with participation in physical activity

Summarize and critique current evidence about the effects of exercise on emotion, anxiety, depression, self-esteem, sleep and general well-being

Demonstrate understanding of contemporary theories, research methodology and analytical techniques commonly used in exercise psychology

Compare/Contrast various theories and examine research utilizing various theories and evaluation techniques related to exercise psychology

Utilize effective intervention strategies for improving human performance and effectiveness in sport and physical activity and evaluate the outcome

Students will collaborate effectively with others by using the motivation, talents, and knowledge of all group members to accomplish common goals

EXS364 - Kinesiology

Overview

Subject code
EXS

Course Number
364

Course Long Title
Kinesiology

Credits
3

Course Description
This course provides a basis for the understanding of human movement. The student will learn gross anatomy of the musculoskeletal system, descriptive terminology for various body positions and movements, as well as identification of the anatomical structures involved in the generation and absorption of forces by the body. Various types of muscle action, the forces involved, and how these relate to normal human movement patterns will be addressed. Prerequisites: BI 106, HFS 150 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Demonstrate knowledge of terminology used to describe body regions and positions, cardinal planes, joint movements and gross body movements

Describe the physical properties of human bone, cartilage, tendon, muscle and nerve tissues

Identify bones and bony landmarks, connective tissues and muscles of the lower and upper extremities and axial region, using models, images, and online resources

Demonstrate a working knowledge of muscles involved in voluntary movement, including proximal (origins) and distal (insertions) attachments, major motions/functions, and peripheral innervation

Demonstrate knowledge of terminology used to describe body regions and positions, cardinal planes, joint movements and gross body movements

Describe the different kinds of muscle action and their characteristics

Demonstrate knowledge of terminology used t describe body regions and positions, cardinal planes, joint movements and gross body movements

Identify the motions available at each major joint, the class of lever which applies to that joint and how the lever class affects joint range of motion and available strength

Describe the role of the nervous system related to the control of movement

Analyze a specific sport skill utilizing appropriate principles of kinesiology

EXS370 - Biomechanics

Overview

Subject code
EXS

Course Number
370

Course Long Title
Biomechanics

Credits
3

Course Description
This course introduces the student to the concepts and principles of biomechanics as they relate to human movement and sport. The student will learn physical principles related to movement including force production and absorption, internal and external factors affecting forces, kinetic and kinematic principles, as well as specific formulas for related calculations. The student will apply these principles in the evaluation of simple motor skills. Prerequisites: BI 106; HFS 150;EXS 364; PY 101 or PY 213 recommended or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Demonstrate knowledge of terminology used to describe body regions and positions, cardinal planes, joint movements and gross body movements

Explain Kinetic and Kinematic biomechanical analyses

Define Biomechanics

Understand how biomechanics integrates with disciplines of exercise physiology, motor behavior, ergonomics, physical therapy, sports medicine pedagogy

Understand the concepts of qualitative and quantitative motion analysis and its components

Identify the motions available at each major joint, the class of lever which applies to that joint and how the lever class affects joint range of motion and available strength

Understand and apply Newtons Laws of Physics and how they apply to force and its properties

Define kinematics and kinematic concepts, including displacement, velocity, direction, and acceleration and how they apply Newtons Laws of Physics

Analyze a specific sport skill utilizing appropriate principles of biomechanics

EXS372 - Exercise:Spec.Populations/Lab

Overview

Subject code
EXS

Course Number
372

Course Long Title
Exercise:Spec.Populations/Lab

Credits
3

Course Description
Exercise for Special Populations will provide students with knowledge and practical application of exercise techniques for individuals with special needs. The course will address numerous chronic disease processes and exercise recommendations and precautions for individuals with these limitations. Also included will be exercise recommendations to meet the unique needs of children, older adults, and pregnant and post-partum women. Students will plan programs for special populations and practice them with classmates and in other supervised settings. Prerequisites: HFS 150; EXS 315; EXS 364 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Explain the importance of pre-exercise health screenings and be able to utilize this information for evaluation of an individuals specific needs related to exercise

Explain the physiological and psychological impact of various disease processes, aging, and pregnancy on an individuals daily life

Discuss the impact of the various disease processes, aging, childhood and pregnancy on exercise capabilities

Demonstrate understanding of the importance of exercise for maintaining and improving quality of life for individuals with specific needs/limitations

Discuss the value of specific types of exercise for various groups of individuals including walking, running, use of CV exercise machines, water exercise, resistance training, flexibility and balance training, yoga, pilates, etc Demonstrate knowledge by utilizing this information in appropriate exercise planning

Design and implement exercise programs that include cardiovascular, muscular strength and endurance, flexibility and balance, and weight control components as appropriate for individuals with specific needs/ limitations including children, elderly, pregnant/post-partum women, and those with various disease processes

Evaluate exercise program effectiveness through discussions, testing, and surveys following implementation and individual participation, and be able to modify the exercise program as necessary to assist the individual in achieving specific goals

Apply motivational strategies to assist individuals in continuing exercise and achieving personal goals

Demonstrate professional preparation and interest regarding professional memberships, certification and continuing education in the health and fitness industry

EXS373 - Exercise Physiology

Overview

Subject code
EXS

Course Number
373

Course Long Title
Exercise Physiology

Credits
3

Course Description
The purpose of this course is to study how the human body functions in response to exercise. Students will examine the physiological responses to exercise in relationship to intensity, duration, and frequency of the exercise. The effect of environment, diet, and the physiological status of an individual will be examined to determine how these factors may affect performance. Prerequisites:BI 106, CH 104; HFS 150 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Describe the basic principles of exercise physiology
Explain the role of nutrition in human performance
Explain the process of energy production for physical activity
Examine the impact of acute and chronic exercise on various systems of the body
Evaluate the training effect of varied forms of exercise on the body
Identify environmental and physical conditions that influence physical performance

Discuss the appropriateness of various exercise programs for improving performance, decreasing risk factors, and treating chronic disease processes

Evaluate and present research related to relevant topics in exercise physiology

Develop an in-depth understanding of a specific topic in exercise physiology and discuss its interrelatedness to other fields of study

EXS400 - ExercisePhysiologistCert.Prep

Overview

Subject code
EXS

Course Number
400

Course Long Title
ExercisePhysiologistCert.Prep

Credits
1

Course Description
This course will provide students the opportunity to review, assimilate and apply material from throughout the exercise science curriculum. Students will practice critical thinking and problem-solving skills, apply exercise science principles within various situations, review competencies essential to the field, and take practice exams. This course is designed according to the American College of Sport Medicine's (ACSM) guidelines for the Exercise Physiologist certification with the goal of preparing students to take a national certification exam. It will also provide professional preparation for students who do not wish to sit for the national examination. Prereq BI 105;EXS 314 and EXS 315; EXS 364; or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

GD241 - Graphic Design I

Overview

Subject code
GD

Course Number
241

Course Long Title
Graphic Design I

Credits
3

Course Description
This foundation course investigates the transformation of source information (image and text) into visual equivalents that are coherent, well-organized, and effective forms of communication. Competency in the application of systems for organizing and unifying design elements is developed through exercises and projects. Creative image preparation for design application is introduced. Emphasis is placed on the ideation process. This studio and lecture-based instruction introduces and develops basic proficiency with industry standard graphic software.

Academic Level
Undergraduate

School
School of Arts and Sciences

GD299 - Transfer Credit Elective

Overview

Subject code
GD

Course Number
299

Course Long Title
Transfer Credit Elective

Academic Level
Undergraduate

Course Type
Hidden Course

GD341 - Design for Print Media

Overview

Subject code
GD

Course Number
341

Course Long Title
Design for Print Media

Credits
3

Course Description
Print media has been a primary vehicle for information distribution for centuries. The printed page continues to set the visual standard for much of contemporary media. Student designers study page layout and design by producing brochures, posters, and multiple-page spreads. The relationship of client, designer, and printer to a successful project is examined. In this studio course, students practice the finer points of typography, text handling, and page layout. Conventions in form, format, and 139 production will be taught. Prerequisite: GD 242 or instructor permission (Please note all graphic design courses work with iBooks Author in the creation of eBook formatted materials.)hor in the creation of eBook formatted materials.)

Academic Level
Undergraduate

School
School of Arts and Sciences

GD342 - Design with Time Based Media

Overview

Subject code
GD

Course Number
342

Course Long Title
Design with Time Based Media

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

HFS150 - Intro.Health & Fitness Studies

Overview

Subject code
HFS

Course Number
150

Course Long Title
Intro.Health & Fitness Studies

Credits
3

Course Description
This course will introduce students to the fundamental components and principles of physical education, exercise science, nutrition, and sport. This course is designed to enable students to understand health and fitness as a field of academic study. Students will also understand professional and personal applications and be able to apply relevant knowledge within their personal lives.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Examine and discuss the impact of exercise science, nutrition, sport management and therapeutic recreation on an individuals well-being

Evaluate and analyze research on topics related to exercise science, nutrition, sport management, and therapeutic recreation at a introductory level

Identify and analyze a current health and fitness issue -in exercise science, nutrition, sport management or therapeutic recreation - at the local, national and global levels

Participate in class activities/discussion and integrate this knowledge related to personal health and wellness

Apply knowledge of exercise science, nutrition, sport management and therapeutic recreation in various contexts at an introductory level

HFS208 - Resp Emerg: First Aid, CPR

Overview

Subject code
HFS

Course Number
208

Course Long Title
Resp Emerg: First Aid, CPR

Credits
3

Course Description
This course is designed to provide the student with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. The student will be taught First Aid, CPR, and AED techniques. Due to the nature of this course, the students will be participating in strenuous activities such as performing cardiopulmonary resuscitation (CPR) on the floor. Active participation in all skill sessions and successful performance in skill and knowledge evaluations is required for course completion. Upon successful completion of all components, students may opt to obtain Red Cross certification for an additional fee.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Identify the responsibilities, characteristics, and legal considerations of a professional rescuer

Identify characteristics of life-threatening injuries or illnesses, and appropriate primary responses for treatment

Describe the importance of prompt CPR and First Aid in various situations

Demonstrate correct performance of primary assessment and evaluate need for alerting medical personnel

Explain how to care for specific illnesses or injuries, including but not limited to heart attack, choking, seizure, bleeding, joint injuries, head/neck/spinal injuries, soft tissue injuries, and heat/cold-related injuries

Demonstrate appropriate care for specific illnesses or injuries, including but not limited to heart attack, choking, seizure, bleeding, joint injuries, head/neck/spinal injuries, soft tissue injuries, and heat/cold-related injuries

Demonstrate correct performance of CPR (adult, child and infant), use of bag-valve-mask resuscitator BVM), and use of automated external defibrillator (AED)

Evaluate an individuals need for CPR or First Aid treatment, select appropriate CPR or First Aid treatment plan and perform CPR or First Aid in a professional and competent manner

Cooperate with fellow classmates to perform appropriate care during First Aid and CPR

HFS211 - Health and Wholeness

Overview

Subject code
HFS

Course Number
211

Course Long Title
Health and Wholeness

Credits
3

Course Description
This course will introduce students to the fundamental components and principles of health, fitness, and wellness. This course is designed to enable students to understand the different dimensions of wellness: physical, emotional, intellectual, interpersonal, spiritual, and environmental. Students will apply relevant knowledge to improve personal health and well-being, as well as increase their understanding of professional applications.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Examine principles related to health, fitness and wellness and apply these principles personally

Discuss relevant issues related to physical, emotional, intellectual, interpersonal, spiritual and environmental well-being

Evaluate various methods available for improving health and wholeness

Evaluate choices that impact individual health and wholeness

Apply knowledge of health and wholeness in assessing health related issues on campus, and problem-solve to create possible solutions

Create an effective group presentation on a pre-approved topic in health and wholeness

Identify and discuss current research related to specific topics in health and wholeness

HFS350 - Health & Human Sexuality

Overview

Subject code
HFS

Course Number
350

Course Long Title
Health & Human Sexuality

Credits
3

Course Description
This course will introduce students to a wide range of contemporary topics and issues related to health and human sexuality. Therefore, sexual knowledge, attitudes, and behaviors will be examined in detail through a variety of methods. Particular attention will be given to the enhancement of sexual well-being and the prevention of various sexual health concerns. Students will develop skills in dealing with sexual topics in their personal and professional lives, as future health and fitness professionals, educators, health-care professionals, and counselors.

Academic Level
Undergraduate

School
School of Health Sciences

HFS409A - Independent Study

Overview

Subject code
HFS

Course Number
409A

Course Long Title
Independent Study

Credits
3

Academic Level
Undergraduate

School
School of Health Sciences

HFS412 - HFS Field Placement/Seminar

Overview

Subject code
HFS

Course Number
412

Course Long Title
HFS Field Placement/Seminar

Credits
4

Course Description
The internship provides a guided practical field experience in the health, fitness, sport and/or nutrition industry. This is a required course for majors within Health and Fitness Studies and involves a minimum of 100 hours during the semester. Public and private organizations in the health and fitness and/or nutrition industry may be selected with the approval of the supervising instructor. Scheduled meetings with the instructor are required. The seminar class will discuss factors related to a successful internship process, problem-solving and becoming a successful professional in one's selected field. Students will also be involved in research related to their specific area of interest. Prerequisite:Junior or Senior standing, Exercise Science, Sport Management, or Nutrition, or the approval of the faculty internship supervisor.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Extract principles and appropriate factual materials from curriculum in the major and apply to field experience

Participate in activities related to HFS internship in a professional manner, fulfilling all requirements as established by the program director and the site supervisor

Demonstrate an awareness of exercise science, sports management and/or nutrition principles for personal well-being within a public health setting

Describe activities performed by health and fitness professionals in a variety of settings, and how these activities impact the health/wellness of individuals and the community

Reflect upon internship experiences, evaluating both personal and professional interactions

Employ personal responsibility for behaviors on the job including timeliness, respect for authority, time management, completion of assigned tasks, and all other professional responsibilities

Problem solve related to field experience situations

Interact appropriately with supervisors and clients in the field

Develop networking opportunities to prepare for a career or graduate study in exercise science, sport management and/or nutrition

Discuss materials presented in lectures, readings, and compare these concepts to personal field experience

Research specific areas of professional application and critically analyze information

Connect general education and major learning to real-world situations by engaging in experiential learning (Institutional Learning Outcome)

Articulate the nature, significance, and meaning of the concepts of volunteerism and civic engagement, identifying strategies for involvement, and recognize the impact of actions on an individual, a community, and society (Institutional Learning Outcome)

HFS413 - HFS Field Placement/Seminar

Overview

Subject code
HFS

Course Number
413

Course Long Title
HFS Field Placement/Seminar

Credits
4

Course Description
The internship provides a guided practical field experience in the health, fitness, sport, and/or nutrition industry. This is a required course for majors within Health and Fitness Studies and involves a minimum of 120 hours during the semester. Public and private organizations in the health and fitness and/or nutrition industry may be selected with the approval of the supervising instructor. Scheduled meetings with the instructor are required. The seminar class will discuss factors related to a successful internship process, problem solving, and becoming a successful professional in one's selected field. Students will also be involved in research related to their specific area of interest. Prerequisites: Junior or Senior standing,Exercise Science, Sport Management, or Nutrition, or the approval of the faculty internship supervisor.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Extract principles and appropriate factual materials from curriculum in the major and apply to field experience

Participate in activities related to HFS internship in a professional manner, fulfilling all requirements as established by the program director and the site supervisor

Demonstrate an awareness of exercise science, sports management and/or nutrition principles for personal well-being within a public health setting

Describe activities performed by health and fitness professionals in a variety of settings, and how these activities impact the health/wellness of individuals and the community

Reflect upon internship experiences, evaluating both personal and professional interactions

Employ personal responsibility for behaviors on the job including timeliness, respect for authority, time management, completion of assigned tasks, and all other professional responsibilities

Problem solve related to field experience situations

Interact appropriately with supervisors and clients in the field

Develop networking opportunities to prepare for a career or graduate study in exercise science, sport management and/or nutrition

Discuss materials presented in lectures, readings, and compare these concepts to personal field experience

Research specific areas of professional application and critically analyze information

Connect general education and major learning to real-world situations by engaging in experiential learning (Institutional Learning Outcome)

Articulate the nature, significance, and meaning of the concepts of volunteerism and civic engagement, identifying strategies for involvement, and recognize the impact of actions on an individual, a community, and society (Institutional Learning Outcome)

HFS413C - Capstone

Overview

Subject code
HFS

Course Number
413C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Academic Level
Undergraduate

School
School of Health Sciences

HI103 - US History through Civil War

Overview

Subject code
HI

Course Number
103

Course Long Title
US History through Civil War

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI104 - US History:1865-Present

Overview

Subject code
HI

Course Number
104

Course Long Title
US History:1865-Present

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI107 - Ancient World:Birth-Rebirth

Overview

Subject code
HI

Course Number
107

Course Long Title
Ancient World:Birth-Rebirth

Credits
3

Course Description
This course provides an introduction to the history and culture of ancient civilizations, with special emphasis on the Middle East, Greece, and Rome. The origins, development, and achievements of each will be studied, as well as the interrelationships and the interdependencies among these and other ancient societies and cultures. The course will conclude with an introduction to the Medieval Period as a bridge between the ancient civilizations and the Renaissance.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI108 - Europe & World after 1500

Overview

Subject code
HI

Course Number
108

Course Long Title
Europe & World after 1500

Credits
3

Course Description
This course provides a survey of world history from 1500 to the present, focusing on the interaction between European and non-European societies. Topics discussed include the socio-political, religious, and economic transformation of Europe, the impact of the industrial revolution, the Chinese and Islamic empires, colonialism and its impact on Asia and Africa, nationalism, revolution, war, and globalism.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI111 - Pre-Colombian Civ.to Independence Wars

Overview

Subject code
HI

Course Number
111

Course Long Title
Pre-Colombian Civ.to Independence Wars

Credits
3

Course Description
The first part of this interdisciplinary survey analyzes major civilizations in the Americas prior to, at the point of, and after European contact. It traces the general history of these groups and the impact of the transatlantic slave trade through Latin America and the Caribbean. Attention is paid to the cultural, political and economic ramifications after colonization and the struggle for freedom and independence.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI112 - Modern Latin America: Ind.War-Present

Overview

Subject code
HI

Course Number
112

Course Long Title
Modern Latin America: Ind.War-Present

Credits
3

Course Description
This class is a selective interdisciplinary survey of Latin American history from the independence movements in the 19th century to the present. Issues studied include Latin America in the global economy; relations between Latin America and the U.S.; revolutions in Mexico, Cuba, and Central America; and dictatorships and democracies in the twentieth century. Special attention is paid to indigenous and Afro-descendent cultures, feminism and gender, cultural politics, and Latin American identity.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI200 - Ethnohistory

Overview

Subject code
HI

Course Number
200

Course Long Title
Ethnohistory

Credits
3

Course Description
This course introduces students to the theory, methods, and practices of ethnohistory. Students will learn how to use historical and ethnographic data, in addition to less traditional data such as material culture, memory, museums, folklore and oral history, art, music, language, etc. to understand the histories of particular cultures which may or may not exist in the present. Prerequisite: SO 213

Academic Level
Undergraduate

School
School of Arts and Sciences

HI211 - Women in American History

Overview

Subject code
HI

Course Number
211

Course Long Title
Women in American History

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI290 - Think,Learn,Do:Writing for Liberal Arts

Overview

Subject code
HI

Course Number
290

Course Long Title
Think,Learn,Do:Writing for Liberal Arts

Credits
3

Course Description
This course is designed to introduce students to theories, ideas, and practices upon which upper-level courses in the liberal arts are founded. It serves as a prerequisite to upper-level history and heritage courses; however, students who wish to pursue any of the pathways within the liberal arts would find this course beneficial. Students will become familiar with the style guides, research skills, writing skills, and assignments they will encounter during the course of their program.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI301 - Historiography and Methods

Overview

Subject code
HI

Course Number
301

Course Long Title
Historiography and Methods

Credits
3

Course Description
This seminar is a historical survey of major problems in European and American historiography and philosophies of history from ancient times to the present. Students will become familiar with the key questions regarding the nature of historical knowledge and will be able to articulate various responses to these questions. History, as a discipline, will be considered in terms of theory and practice. In addition, the course will provide an introduction to basic historical research methods and how these methods relate to the methods of other discipline in the social sciences and humanities. Prerequisite: HI 290

Academic Level
Undergraduate

School
School of Arts and Sciences

HI307 - Intellectual History

Overview

Subject code
HI

Course Number
307

Course Long Title
Intellectual History

Credits
3

Course Description
This course will expose students to the American past in the context of patterns of thought. The following topics are treated: Puritanism; the Enlightenment; Transcendentalism; the frontier; and the ideas of progress, democracy, and the national character.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI308 - The Medieval Vision

Overview

Subject code
HI

Course Number
308

Course Long Title
The Medieval Vision

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI310 - Culture&Society in Early Amer.

Overview

Subject code
HI

Course Number
310

Course Long Title
Culture&Society in Early Amer.

Credits
4

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI322 - Birth of Ital. Renaissance

Overview

Subject code
HI

Course Number
322

Course Long Title
Birth of Ital. Renaissance

Credits
3

Course Description
Political, economic, religious, and social change manifested in a flowering of urban pride, architectural and artistic adornment, and literary expression of humanistic values in the cities of Italy. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit for a total of four credits.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI348 - American Narratives/Identity

Overview

Subject code
HI

Course Number
348

Course Long Title
American Narratives/Identity

Credits
3

Course Description
This class will introduce students to a selection of uniquely American narratives, such as captivity narratives and slave narratives, or American autobiography. As distinctly American literary forms they provide a unique entre to American literature, culture, and history. Prerequisite: HI 103 or HI 104

Academic Level
Undergraduate

School
School of Arts and Sciences

HI350 - Hist.Mediterranean Culture

Overview

Subject code
HI

Course Number
350

Course Long Title
Hist.Mediterranean Culture

Credits
3

Course Description
The History of Mediterranean Culture provides the foundation to discuss the interplay between societies, cultures, and communities around the Mediterranean Basin from the Middle Ages to the present. These encounters and conflicts created the transregional and transnational societies marking one of the most vivacious and porous boundaries in the world. This course explores the regions around the Mediterranean from a historical and anthropological point of view, giving special attention to material culture as well as literary and cultural memory.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI354 - Ethnicity in Mod.Amer.Culture

Overview

Subject code
HI

Course Number
354

Course Long Title
Ethnicity in Mod.Amer.Culture

Credits
3

Course Description
This course traces the American story as one of immigration. It is rooted in the idea that the United States is a nation comprised almost entirely of immigrants and the descendants of immigrants. Using novels, film, and historical documentation, the course will examine immigration as a major force in the shaping of American culture and society and as a central event in the lives of many Americans, basically asking: How are immigrants affected by American culture, and conversely, how is American culture affected by immigration? Other issues to be addressed include assimilation vs. ethnic identity, race, and immigration. It covers race and ethnic divisions, discrimination, conflict, and cooperation. Additionally, it analyzes the impact of global processes on race and ethnicity. These concepts will be fleshed out through an intensive process of reading, critical thinking, writing, and speaking. Prerequisite: HI 104, HI 200, or SO 213

Academic Level
Undergraduate

School
School of Arts and Sciences

HI379 - The Culture of Fashion

Overview

Subject code
HI

Course Number
379

Course Long Title
The Culture of Fashion

Credits
3

Course Description
For more than a millennium, fashion has articulated societal definitions of power, gender, and identity. Sumptuary laws (with their exceptions) and fashion extremes (from codpieces to wigs) have dressed changing paradigms throughout Western society. This course is an overview of fashion and clothing from historical, economic, and cultural perspectives. It will consider their evolution from the complex ideological representations of the Renaissance to the centrality of textiles in the Industrial Revolution. Eventually, the twentieth century rewrote and then disintegrated many stylistic codes, trying to reconcile the conflicting standards of individualism and communal values through an ambiguous homage to consumerism and acceptance of exploitation.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI408B - Vera Laska Colloquium

Overview

Subject code
HI

Course Number
408B

Course Long Title
Vera Laska Colloquium

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

HI408BC - Capstone

Overview

Subject code
HI

Course Number
408BC

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Arts and Sciences

HI412 - Adv.Prac.In Professional Hist

Overview

Subject code
HI

Course Number
412

Course Long Title
Adv.Prac.In Professional Hist

Credits
3

Course Description
This course will be offered as a colloquium or on an individual basis depending on interest and available faculty. It will expose students to tasks and necessary skills of the contemporary historian. Students will participate in research, writing, presentation, teaching, grant writing, public history, and museum work. The particular methods and approaches of each task will be explored early in the semester. By midsemester, students will dedicate the majority of their time to the tasks and skills most congenial to their vocational interests. This course can be taken at the undergraduate or graduate levels.

Academic Level
Undergraduate

School
School of Arts and Sciences

HI508B - Colloquium: Interdisciplinary Studies

Overview

Subject code
HI

Course Number
508B

Course Long Title
Colloquium: Interdisciplinary Studies

Course Description
The colloquium is designed for upper level undergraduate and graduate students. It is an intensive, interdisciplinary research-oriented course, culminating in a thesis paper. Themes will vary from year to year depending on interest, need, and available faculty.

Academic Level
Graduate

School
School of Arts and Sciences

HI512 - Adv.Prac.In Professional Hist.

Overview

Subject code
HI

Course Number
512

Course Long Title
Adv.Prac.In Professional Hist.

Credits
3

Course Description
This course will be offered as a colloquium or on an individual basis depending on interest and available faculty. It will expose students to tasks and necessary skills of the contemporary historian. Students will participate in research, writing, presentation, teaching, grant writing, public history, and museum work. The particular methods and approaches of each task will be explored early in the semester. By midsemester, students will dedicate the majority of their time focused on the tasks and skills most congenial to their own vocational interests. Course can be taken at the undergraduate or graduate levels. The course syllabus will articulate extended requirements for graduate credit.

Academic Level
Graduate

School
School of Arts and Sciences

HI601 - Fieldwork Methods

Overview

Subject code
HI

Course Number
601

Course Long Title
Fieldwork Methods

Course Description
This course will focus on cultural research design and ethnographic field methods. Instead of conducting a historiographic survey of literature on ethnographic fieldwork, this course will address the core data collection methods: participant observation, conducting interviews, collecting, documenting oral tradition (including oral histories and folklore, medicine, and religion), writing field notes, using surveys, free lists, and rankings. Additional techniques will be incorporated as they apply. We will explore ways in which cultural researchers have adapted, modified, and creatively forged innovative ethnographic approaches to accommodate the challenges, needs, and tools of our global and transnational world. Although the distinctive thrust of the course is on qualitative research analysis, the effective integration of quantitative data will be considered.

Academic Level
Graduate

School
School of Arts and Sciences

HP601 - Health Ethics & Law

Overview

Subject code
HP

Course Number
601

Course Long Title
Health Ethics & Law

Credits
3

Course Description
This course introduces students to the complex areas of health ethics and law. Ethical and legal issues related to common health care dilemmas, organizational and health care professional responsibilities, patient rights and responsibilities, and clinical research are among the areas of areas of study and discussion. Prerequisites: HP 602, HP 609, or permission of the program director

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Apply ethical and legal principles to common healthcare dilemmas

2 Examine the ethical and legal responsibilities of health care organizations

3 Analyze the ethical and legal responsibilities of health care professionals

4 Discuss the rights and responsibilities of patients

5 Examine human subject research, regulations, and practice in clinical trials

6 Present an in-depth health care dilemma with its ethical, legal, social and political implications

HP602 - Concepts in Health Admin.

Overview

Subject code
HP

Course Number
602

Course Long Title
Concepts in Health Admin.

Credits
3

Course Description
This is an introductory course to the field of health administration. Topics include health care leadership and management, strategic planning, human resources, marketing, quality management, and cultural competency/ diversity in healthcare organizations.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify issues in the current healthcare environment and the challenges these issues present for healthcare administrators

2

3 Apply strategic thinking and planning skills to solve issues and meet the challenges in healthcare organizations

HP603 - Adv.Wrt.Health Professions

Overview

Subject code
HP

Course Number
603

Course Long Title
Adv.Wrt.Health Professions

Credits
3

Course Description
This course provides health profession graduate students exercises in developing documents for the various types of readers encountered in the health professions including notifications to the general public, submittals to agencies, management summaries, information for professionals, and processes for non-professional employees. Students will learn the principles of clear written communication and the tools for collaborative writing.

Academic Level
Graduate

School
School of Health Sciences

HP608 - Health Care Quality Management

Overview

Subject code
HP

Course Number
608

Course Long Title
Health Care Quality Management

Credits
3

Course Description
This course is for students preparing for careers in health administration or for other leadership roles in health care. The history and evolution of health care quality improvement, quality measurement, patient safety, organizational systems and design, accreditation, continuous quality improvement (CQI), and utilization management are among the issues that are explored.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the history, development, and theoretical framework of the science of quality improvements in the delivery of safe and effective patient care through an examination of the current role of quality management in healthcare

2 Identify important milestones in healthcare quality improvement

3 Integrate patient-centered approaches to quality improvement by exploring the changing healthcare landscape

4 Evaluate the techniques used in improving healthcare quality

5 Identify various stakeholders involved in continuous process improvement

6 Analyze the role that leadership plays to improve quality in healthcare through exploration of the relationship between health quality and quality of care

7 Assess existing models of quality management as they are applied to continuous program improvement in healthcare

8 Evaluate methods of collecting and analyzing information, classifying outcomes and measures, and assessing quality indicators to drive performance improvement

HP609 - Hlth Policy, Polit, Perspective

Overview

Subject code
HP

Course Number
609

Course Long Title
Hlth Policy, Polit, Perspective

Credits
3

Course Description
This course examines U.S. health care policy and the political challenges related to delivery, cost, quality, and access to care.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the history and evolution of the U S health care system

2 Analyze the access, cost, and quality issues that dominate the current policy and political discussions about health care

3 Synthesize the intersecting roles of public and private health care stakeholders in determining health care policy

4 Participate in the policy-making process

HP611 - Mgmt. Accounting in Health Care

Overview

Subject code
HP

Course Number
611

Course Long Title
Mgmt. Accounting in Health Care

Credits
3

Course Description
This course introduces students to the basic concepts and principles of financial and managerial accounting. Students will learn management use of accounting information for internal reporting, planning, and decision making, including analysis of financial information, accounting principles and procedures, and current business practices in health care.Prerequisites: HP 602, HP 609, or permission of the program director

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Utilize the basic format and content of the balance sheet, statement of operations, and statement of cash flows

2 Integrate managerial accounting tools into the operation of a modern-day health care organization

3 Explain the Asset, Liability and Equity sections of the Balance Sheet

4 Describe the statement of operations and how transactions affect revenue and expenses

5 Interpret and evaluate the financial statements of a health care organization

HP614 - Financial Analysis Health Admin.

Overview

Subject code
HP

Course Number
614

Course Long Title
Financial Analysis Health Admin.

Credits
3

Course Description
This course will give prospective managers a basic knowledge of accounting and financial management concepts and vocabulary as they apply to healthcare organizations. Students will learn to interpret and evaluate the financial statements, examine approaches to costing and price setting, perform and evaluate resource allocation decisions, utilize budgeting concepts, apply and evaluate reimbursement mechanisms, understand financial management concepts, and evaluate the impact of institutional financial management on the quality of the patient care delivery system. Prerequisites: HP 602, HP 609, HP 611, or permission of the program director

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the cost and price relationship in healthcare

2 Evaluate if a resource or proposal should be undertaken based on financial information

3 Create and update budgets

4 Calculate and analyze financial indicators and key performance metrics

HP619 - Researchmethods:hlthprofessions

Overview

Subject code
HP

Course Number
619

Course Long Title
Researchmethods:hlthprofessions

Credits
3

Course Description
This course will introduce health professionals and other interested students to the fundamentals of social science research methodologies. The course will provide an overview of quantitative, qualitative, and mixed-methods research design, analytic techniques, and ethical considerations of health research for use in the health field. The goal of this course is to acquaint students with basic methodological concepts and research tools. The course emphasizes practical application of research methods to enable the health professional to interpret and apply research findings, collaborate with researchers/evaluators, and/or determine research needs for programs.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate understanding of the relative strengths and weaknesses of different types of research designs, including experimental (quantitative), quasiexperimental (quantitative), qualitative and other nonexperimental methods

2 Demonstrate ability to conceptualize, operationalize and measure important concepts in healthcare, health services, health administration research

3 Discuss different methods of sampling and their relative advantages and disadvantages

4 Demonstrate ability to conduct and perform basic analysis of surveys, interviews and focus groups

5 Demonstrate ability to generate statistical reports and data displays

6 Demonstrate ability to report a research design and results to an informed, nontechnical audience

7 Demonstrate ability to apply course information in a program evaluation setting

8 Demonstrate ability to critically evaluate journal articles, reports, etc to identify which data are relevant and important to healthcare, health systems research

HP620 - Field Experience:Health Admin

Overview

Subject code
HP

Course Number
620

Course Long Title
Field Experience:Health Admin

Credits
3

Course Description
Students will spend 100 hours in a health care setting experiencing the role of the health administrator or leader as the manager of health services. Placements will be with managers of departments within insurance companies and managed care organizations, hospitals and long term care institutions, clinics and outpatient departments, state health care agencies, or nursing homes and home health agencies. The course meets in the classroom approximately six times per semester. This course is typically taken in the final semester of study. Prerequisites: HP 601, HP 602, HP 609, HP 608, HP 611, HP 619, HP 622 or permission of the program director

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Analyze interests, identify placement venues, and secure internship opportunity

2 Observe and experience the role of the healthcare administrator

3 Synthesize and apply principles and concepts from coursework in health administration in a health care setting

4 Effectively utilize communication strategies for a presentation as well as written and oral communication

5 Identify, define, and make recommendations related to a project in health administration

6 Gain practical experience that facilitates future opportunities for job placement

7 Better understand career development pathways and networking opportunities

HP620A - Field Experience Waiver

Overview

Subject code
HP

Course Number
620A

Course Long Title
Field Experience Waiver

Credits
3

Course Description
for students with "life experience" waiver for HP 620

Academic Level
Graduate

School
-

Course Type
Hidden Course

HP622 - Economics of Health Care

Overview

Subject code
HP

Course Number
622

Course Long Title
Economics of Health Care

Credits
3

Course Description
This course uses economic analysis to help understand the economic challenges confronting our healthcare system. Topics include supply and demand in health care, market forces, health reform, and health care financing. Prerequisites: HP 602, HP 609 or permission of the program director

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Evaluate material/information on core economics in health care

2 Synthesize information and conduct cause and effect analysis

3 Analyze, break down, and evaluate economic information

4 Apply learned knowledge to new situations and in current environment

5 Comprehend a framework for ethical professional economic behavior

HP623 - Geront:MultidisciplinaryScience

Overview

Subject code
HP

Course Number
623

Course Long Title
Geront:MultidisciplinaryScience

Credits
3

Course Description
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.)

Academic Level
Graduate

School
School of Health Sciences

HP626 - Soc.Pol.Econ.Perpec in Geront

Overview

Subject code
HP

Course Number
626

Course Long Title
Soc.Pol.Econ.Perpec in Geront

Credits
3

Course Description
This course addresses social, political, and economic factors that impact the aging experience. Sociological, political, and economic theory will be incorporated as a form of understanding resource allocation, priorities, and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment, and policy will be explored. (This course can be taken as an elective by undergraduate or graduate students.)

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Analyze the epidemiological theories of aging that influence social, economic, and political policy

2Evaluate/apply the impact of socio-cultural and economic factors on the experience of aging within the different age cohorts over 65, with regard to income, housing, employment, retirement, and access to healthcare

3 Differentiate the impact of the Baby Boomer generation's demands on health care systems, financial resources, societal trends, and legislative and policy changes

4 Evaluate the evolution of Social Security, Medicare, and managed care and the effect of these systems on allocation of resources and access to care for aging individuals and groups

5 Critique the development of health care reform and projected impact on both the aging population and healthcare industry

6 Evaluate the value of the social capital in the U S that is supporting aging individuals and families

7 Apply ethical considerations and dilemmas of aging that impact individual and societal rights

8 Research outcomes that may improve future housing, healthcare, and technological advancements for the aging individual and families

9 Analyze personal beliefs and values about the aging experience and the individual's role in influencing the social, economic, and political positions toward a satisfying aging experience

HP629 - Chronic Illness & Aging

Overview

Subject code
HP

Course Number
629

Course Long Title
Chronic Illness & Aging

Credits
3

Course Description
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.)

Academic Level
Graduate

School
School of Health Sciences

HP632 - Gerontology/Geriatric Mentorship

Overview

Subject code
HP

Course Number
632

Course Long Title
Gerontology/Geriatric Mentorship

Credits
3

Course Description
As a capstone experience, students who desire to earn the Gerontology Certificate will be required to complete a 100-hour mentorship experience in gerontology. 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. Students have the option to take HP 620 Field Experience in Health Administration or a fourth course in lieu of this course. Prerequisites: HP 623, HP 626, and HP 629

Academic Level
Graduate

School
School of Health Sciences

HP635 - Health Information Systems

Overview

Subject code
HP

Course Number
635

Course Long Title
Health Information Systems

Credits
3

Course Description
This course addresses the multiple systems utilized to retrieve, manage, and report information in health care: information architectures, administrative and clinical applications, evidenced-based health, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, medical devices, and telehealth.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate understanding of the multiple systems utilized to retrieve, manage, and report information in health care

2 Analyze the multiple facets of information systems and technologies used in health care

3 Evaluate administrative and clinical applications of information systems in health care

HP638 - Strat .Leadership in Hlth Info

Overview

Subject code
HP

Course Number
638

Course Long Title
Strat .Leadership in Hlth Info

Credits
3

Course Description
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.

Academic Level
Graduate

School
School of Health Sciences

HP641 - Health Info.Systems Mentorship

Overview

Subject code
HP

Course Number
641

Course Long Title
Health Info.Systems Mentorship

Credits
3

Course Description
This course provides students with real-world practical experience in the application and evaluation of heath care informatics. With faculty oversight and guidance, students are matched with a mentor working in a health care system (health care set- ting, physician practice group, pharmaceutical/biotech company, software company, or 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. Students may be opt to take HP 620 Field Experience in lieu of this course.

Academic Level
Graduate

School
School of Health Sciences

HP643 - Database Design & Dev.for Healthcare

Overview

Subject code
HP

Course Number
643

Course Long Title
Database Design & Dev.for Healthcare

Credits
3

Course Description
This course will provide the student with an understanding of the types of databases and their usages in healthcare and related industries, as well as understanding their design and structure (schema). Conceptual and logical design will be stressed and concepts of data reporting and data mining will be discussed, including an introduction to structured query language (SQL). A small database using Microsoft Access will be developed during the course.

Academic Level
Graduate

School
School of Health Sciences

HP645 - Science of Integrative Health

Overview

Subject code
HP

Course Number
645

Course Long Title
Science of Integrative Health

Credits
3

Course Description
This course is intended to cover the scientific theory that forms the rationale for integrative health. In this course students will cover the new scientific theories that emerged during the twentieth century that have given scientific evidence to validate many forms of integrative health. These theories include quantum mechanics, chaos theory, nonlinear dynamical theory, fractal geometry, information theory, field theory, and network theory.

Academic Level
Graduate

School
School of Health Sciences

HP648 - Strat.Mgmt.Health Care Org.

Overview

Subject code
HP

Course Number
648

Course Long Title
Strat.Mgmt.Health Care Org.

Credits
3

Course Description
This course covers complex issues related to organizational behavior and leadership, strategic planning, human resources, and other management issues and challenges in a wide range of healthcare organizations, including non-profit, community-based healthcare organizations. Prerequisites: HP 601, HP 602, HP 608, HP 609, HP 611, HP 619, HP 622, or permission of the program director

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify challenges for health care administrators in the current health care environment

2 Explain some of the leading ideas, concepts, frameworks, and theories that help us to manage health care organizations

3 Analyze the relationships among the stakeholders in a health care setting

4 Identify the elements of competitive strategy and a strategic service vision

5 Employ organizational analysis to diagnose health care management problems

6 Apply strategic thinking to solving problems and leading health care organizations in the current health care environment

7 Evaluate new entrepreneurial ventures in health care

HS400C - Capstone

Overview

Subject code
HS

Course Number
400C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Academic Level
Undergraduate

School
School of Health Sciences

ID110 - Exploring Humanities

Overview

Subject code
ID

Course Number
110

Course Long Title
Exploring Humanities

Credits
3

Course Description
This course is centered on the key inquiry: How do the humanities help us understand the world and our role in it? Selected readings will introduce students to some of the most influential works in the humanities and will allow them to explore the broad range of the humanities as reflected through the written word, visual culture, oral culture, and performance. In addition, this course will include various critiques of the humanities and opportunities to explore new directions in the humanities.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID116 - Complex Problems I

Overview

Subject code
ID

Course Number
116

Course Long Title
Complex Problems I

Credits
3

Course Description
Solving Complex Problems through Research is designed to provide students with the opportunity to investigate various topics through different lenses. Students will study ways by which researchers pose questions and acquire and evaluate information to help answer those questions. Students will learn about both qualitative and quantitative design and research as they ask and answer questions. Several theoretical approaches and ethical responsibilities of conducting research will be discussed.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID180 - Rural Health Issues

Overview

Subject code
ID

Course Number
180

Course Long Title
Rural Health Issues

Credits
1

Academic Level
Undergraduate

School
School of Health Sciences

ID182 - Foundations of Chinese Medicine

Overview

Subject code	Course Number	Course Long Title
ID	182	Foundations of Chinese Medicine

Course Description

This course explores the relationship between traditional Chinese Medicine (TCM) and our health with emphasis on how to prevent illness, and how different factors are involved. The course will begin with basic philosophies and theories behind Chinese medicine and then explore different practices of TCM in promoting health. This course will help students build connections between TCM and Western Medicine and how to integrate these practices with future clients/patients.

Academic Level

Undergraduate

ID208 - Integrating Elem Curriculum I

Overview

Subject code
ID

Course Number
208

Course Long Title
Integrating Elem Curriculum I

Credits
3

Course Description
Principles of curriculum and instruction are discussed and applied from an interdisciplinary viewpoint. The design of units is used as synthesizing agent. Emphasis is placed on the teacher as creative inquirer and the classroom as a community of learners

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Explaining the importance and components of differentiated instruction both in practice and in theory

2 Demonstrating an understanding of multiple intelligences (interpersonal, naturalistic, etc) and apply this knowledge in designing activities that suite the needs of diverse learners

3 Delivering a professional presentation that addresses curriculum integration and dynamic assessment

ID212 - Strategies for Acad Success

Overview

Subject code
ID

Course Number
212

Course Long Title
Strategies for Acad Success

Credits
1

Course Description
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 Academic Center for Excellence (ACE). The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID212A - Strategies for Academic Success

Overview

Subject code
ID

Course Number
212A

Course Long Title
Strategies for Academic Success

Credits
1

Course Description
This course is designed to prepare students to experience increased academic success and to acquire the knowledge and skills that would prepare them to serve as mentors for other students. The structure of the course address both content and methodologies appropriate for assisting students to achieve academic success at the college level.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID212B - English Language Learners

Overview

Subject code
ID

Course Number
212B

Course Long Title
English Language Learners

Credits
1

Course Description
This course is designed to prepare English Language Learner students to experience increased academic success and to acquire the knowledge and skills that will prepare them to serve as mentors and tutors for other students. The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID212D - Leadership for Tutoring and Mentoring

Overview

Subject code
ID

Course Number
212D

Course Long Title
Leadership for Tutoring and Mentoring

Credits
1

Course Description
This course is designed to prepare students to experience increased academic success and to acquire the knowledge and skills that will prepare them to serve as mentors and tutors. The structure of the course addresses both content and methodologies appropriate for assisting students to achieve academic success at the college level. A visit to observe peer tutoring in the Learning Commons is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID214 - Env.Studies:PeoplePlanetProfit

Overview

Subject code
ID

Course Number
214

Course Long Title
Env.Studies:PeoplePlanetProfit

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

ID219 - Reading and Translation

Overview

Subject code
ID

Course Number
219

Course Long Title
Reading and Translation

Credits
1

Academic Level
Undergraduate

School
School of Arts and Sciences

ID219B - Co-Curricular :Food & Culture

Overview

Subject code
ID

Course Number
219B

Course Long Title
Co-Curricular :Food & Culture

Credits
1

Course Description
This is a 1-credit course designed for students to engage dialogs connecting perceptions of identity (personal and collective) and food from production and preparation to consumption. Using an interdisciplinary lens, students will explore a central question concerning people, food, and "authenticity."

Academic Level
Undergraduate

School
School of Arts and Sciences

ID220 - Environmental Justice in World Lit

Overview

Subject code
ID

Course Number
220

Course Long Title
Environmental Justice in World Lit

Credits
3

Course Description
This course will focus on literature from different areas of the world that represents the intersection of environmental issues and various systems of social injustice, such as racism, sexism, and economic inequity. Primary texts include novels, short stories, essays, poems and oral stories from authors from pre-Columbian times to the present, and from diverse racial and national locations such as the United States, Great Britain, Spain, Italy, Nigeria, Colombia, Chile and Guatemala. An Ecocritical approach will guide students through the interpretation of the readings, which will be complemented by several documentaries that address questions relevant to global ecology and international perspectives on nature.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID221 - Digital Photography I

Overview

Subject code
ID

Course Number
221

Course Long Title
Digital Photography I

Credits
3

Course Description
Digital Photography I introduces the student to and develops basic proficiency in four areas of digital photography: the modern digital camera, the professional photography studio, the modern digital darkroom, and the publishing of the photographic images via digital distribution and the printing of the photographic image. Professional vocabulary is developed enabling students to engage in the formal critique of photographic images. Students should have access to a digital camera with manual control of exposures.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID222 - Exploring the Human Spirit

Overview

Subject code
ID

Course Number
222

Course Long Title
Exploring the Human Spirit

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

ID224A - Nat'lsci:physical Sciences/Lab

Overview

Subject code
ID

Course Number
224A

Course Long Title
Nat'lsci:physical Sciences/Lab

Credits
4

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- ID224AX - Lab

Learning Outcomes

Learning Objectives

1 Understand qualitatively the principles of chemistry and apply them to global issues

2 Apply principles to everyday phenomenon, including other disciplines

3 Evaluate situations and make informed decisions as a global citizen

ID224B - Nat'l Sci:Biological Sciences

Overview

Subject code
ID

Course Number
224B

Course Long Title
Nat'l Sci:Biological Sciences

Credits
4

Course Description
The main themes of biology will be investigated in this course. Students will study biological molecules, functions of the cell, genetics, evolution, systematics, and topics in plant and animal biology. These topics will be related to current events including genetic testing, cancer, and emerging infectious diseases. A laboratory component will strengthen the students' understanding of these biological principles.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- ID224BX - Lab

Learning Outcomes

Learning Objectives

Students will understand the basic underlying concepts of biochemistry that govern biological molecules and, in turn, all biological processes

Students will cnnect organelles and cell structures with the different functions and processes that occur within the cell

Students will predict phenotypes of individuals and modes of inheritance of genetic traits based on data from crosses and pedigrees

Students will explain the central dogma of molecular biology and relate it to the processes of replication, transcription, and translation

Students will understand the concepts of the origin of species, natural selection, and evolution

Students will recognize the characteristics and members of the five biological kingdoms bacteria, protists, fungi, plants, and animals

Students will conduct experiments in line with the scientific method and appropriately analyze and present collected data

ID228 - Challenge of Wellness

Overview

Subject code
ID

Course Number
228

Course Long Title
Challenge of Wellness

Credits
4

Course Description
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.

Academic Level
Undergraduate

School
School of Health Sciences

ID230 - Interdep Hlthcare Profess US

Overview

Subject code
ID

Course Number
230

Course Long Title
Interdep Hlthcare Profess US

Credits
3

Course Description
This course examines the foundations of the present day healthcare system in the United States and the roles of the different healthcare professions within it. The collaborative aspects of the healthcare professions along with trends and opportunities in the field will be addressed. Topics important to healthcare will be considered, including ethics, culture, professionalism, communication, and health disparities.

Academic Level
Undergraduate

School
School of Health Sciences

ID234 - Digital Scholarship

Overview

Subject code
ID

Course Number
234

Course Long Title
Digital Scholarship

Credits
3

Course Description
This course will focus on the process of learning, and then applying, the various methodologies of digital scholarship, with an emphasis on the humanities/social sciences. The course readings, workshops, and discussions will be aimed at exposing students to the (sometime competing) philosophies and the (quickly evolving) practices of this emerging field. Beyond course readings on designing, interpreting, and understanding digital media, students will also critically engage with and use a range of digital tools and resources. In the spirit of "crowd sourcing" and the public-spirited nature of digital scholarship, students will take on the responsibility of teaching each other about digital tools over the course of the semester. Students will also be required to propose, design, and implement a project using the methods and theories of digital scholarship.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID236 - Introductory Astronomy/Lab

Overview

Subject code
ID

Course Number
236

Course Long Title
Introductory Astronomy/Lab

Credits
4

Course Description
This course introduces students to the fundamental aspects of the history, philosophy, and science of the astronomical universe. It will provide students an opportunity to learn and appreciate the world of astronomy and how it relates to their other studies, their careers, and their lives as citizens and professionals. Students will discover the phenomena of our solar system and beyond-planet and moons, asteroids and meteors, stars and black holes, constellations and galaxies and several other phenomena. Prerequisites: EN 105.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EN105 - Reading,Thinking, & Writing I

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- ID236X - Lab

Learning Outcomes

Learning Objectives

1 Identify the ideas in several areas of astronomy, including motions in the sky, gravity, electromagnetic radiation, solar system, stars, and galaxies

2 Recognize and apply the scientific method to solve astronomical problems

3 Critically evaluate hypotheses and theories proposed using the scientific method

4 Facilitate research, conduct observations, and write science reports

5 Measure the properties of stars, galaxies and other heavenly objects from the available data using scientific techniques

6 Apply important physical laws, including Newtons Laws of Motion, and Keplers Laws of Orbital Motion to explain certain astronomical events, including eclipses and tides

7 Describe some of the missions undertaken by the worlds space agencies

8 Analyze the current theories of the origin of the universe

ID238 - Myth,Folklore&OralTradition

Overview

Subject code
ID

Course Number
238

Course Long Title
Myth,Folklore&OralTradition

Credits
3

Course Description
This course will introduce students to a variety of genres, concepts, and theories associated with myth, folklore, and oral traditions. It will discuss works from a variety of cultures and will focus on themes and symbols that are common cross-culturally as well as those which diverge from the more universal narratives. Students will consider the value of these "tales" as a means for remembering and understanding collective worldviews. Ethnopoetics and the nature of creativity and artistic expression will also be explored as these relate to the construction of personal and group identities. Recommended to be taken in the sophomore year.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID240 - Popular Culture American Soc.

Overview

Subject code
ID

Course Number
240

Course Long Title
Popular Culture American Soc.

Credits
3

Course Description
This course is designed to introduce students to a variety of critical and theoretical approaches used in the study of popular culture and the history of the development of popular culture in the United States from the middle of the nineteenth century to the present. Pertinent examples of popular culture will be screened in class as appropriate. The historical contexts for various popular culture forms will be as important as the analysis of the forms themselves. The overall objective is to explore how popular culture both reflects and shapes American society.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID241 - Screenwriting

Overview

Subject code
ID

Course Number
241

Course Long Title
Screenwriting

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

ID244 - GlobalCinema&Hollywood'sShadow

Overview

Subject code
ID

Course Number
244

Course Long Title
GlobalCinema&Hollywood'sShadow

Credits
3

Course Description
This course examines international cinema from the silent era to the 21st-century. Our focus will be how film enacts, challenges, and represents both cultural and aesthetic ideology throughout history. As a secondary focus, we will discuss global film as a reaction - sometimes an embrace and sometimes a rejection - to Hollywood, genre, and the studio system. The course will begin and end with masters of German cinema (Murnau and Haneke) and in between will examine films from Spain, France, Italy, Hong Kong, Korea, Sweden, Mexico, North Africa, and Japan.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID247 - Digital Storytelling

Overview

Subject code
ID

Course Number
247

Course Long Title
Digital Storytelling

Credits
3

Course Description
This course introduces students to the concepts, contexts and tools of digital storytelling. Students will develop an understanding of the use of digital stories and storytelling techniques in mass communication contexts. Students will learn and apply vocabulary, concepts and practices of digital story making for target audiences. They will use appropriate multimedia production tools to plan and create original digital stories.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID304 - Exploring Ethics

Overview

Subject code
ID

Course Number
304

Course Long Title
Exploring Ethics

Credits
3

Course Description
This course features a study of the philosophical and religious principles persons use in approaching ethical problems, with particular attention to the Christian ethical tradition. The focus of the course will be on the ethical challenges of the contemporary world, including those in the student's field of concentration. Stress will be placed on skill development in ethical reflection and analysis.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID308 - The Medieval Vision

Overview

Subject code
ID

Course Number
308

Course Long Title
The Medieval Vision

Credits
3

Course Description
This course offers students an interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundation. Added insights from a variety of disciplines supplement in and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID309 - Methods of Social Research

Overview

Subject code
ID

Course Number
309

Course Long Title
Methods of Social Research

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

ID320 - Environ. Justice World Literature

Overview

Subject code
ID

Course Number
320

Course Long Title
Environ. Justice World Literature

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID323 - Photo II: Adv.Techniques

Overview

Subject code
ID

Course Number
323

Course Long Title
Photo II: Adv.Techniques

Credits
3

Course Description
This is a course that will build upon basic photography knowledge and techniques. This hands-on course will cover the more complex aspects of exposure, printmaking skills, lighting, and composition while increasing photographic concepts and vision. Focus will be weighted heavily towards digital manipulation in programs such as Adobe Photoshop. An SLR manual camera is required. Prerequisite: CO 222 or ID 221

Academic Level
Undergraduate

School
School of Arts and Sciences

ID327 - Managing Projects

Overview

Subject code
ID

Course Number
327

Course Long Title
Managing Projects

Credits
3

Course Description
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: MA 210

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA210 - Statistics

ID330 - Contrib. Common Good

Overview

Subject code
ID

Course Number
330

Course Long Title
Contrib. Common Good

Credits
3

Course Description
Contributing to the common good is designed to explore factors influencing one's choice to serve the common good, including: the range of opportunities available and the gifts, sacrifices and tradeoffs involved in choosing to devote oneself to the common good. This interdisciplinary seminar draws on psychology, sociology, political science, history, cultural studies, philosophy, and religious studies, so that students develop a comprehensive understanding of personal, local, national, and global considerations involved in serving the common good.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID413 - Interdisciplinary Intern.Seminar

Overview

Subject code
ID

Course Number
413

Course Long Title
Interdisciplinary Intern.Seminar

Credits
3

Course Description
This seminar course will combine the traditional classroom setting with the practical workplace experience of an internship. Students enrolled in this course will be actively engaged interns at local political, legal, or social service organizations and agencies while reading academic literature about the sector in which they are working. The practicum combines hands-on field experience with regular discussions about student work experiences, as well as scholarly readings and assignments appropriate for each student.Please note that registration for this class requires approval from the center for internships and career development. Students need to secure an internship prior to class registration.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID413B - Interdisciplinary Internship Seminar

Overview

Subject code
ID

Course Number
413B

Course Long Title
Interdisciplinary Internship Seminar

Credits
3

Course Description
Registration for course ID413 and ID413b will not be finalized until all paperwork is submitted to the Director of Internships and Career Placement. Once all paperwork,Internship Agreement, resume and copy of job description are completed and submitted, the Director will finalize your registration. Paperwork can be found at: http://www.regiscollege.edu/academics/cicp-interns hips.cfm Paperwork for all internships is due by the start of each semester. No exceptions. In addition to completing the internship, students must participate in a 3 hour monthly seminar during the fall or spring semesters. This seminar combines hands-on field experiences with regular discussions about student work experiences, case studies and job search skills. Pre requisite: Sophomores who have declared a major, juniors and seniors.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID414 - Career Mgmt .:Intent&impact

Overview

Subject code
ID

Course Number
414

Course Long Title
Career Mgmt .:Intent&impact

Credits
3

Course Description
This seminar course combines the traditional classroom setting with the practical workplace experience of an internship. Designed to be taken to complement a second internship experience, this course focuses on the development of proactive career management with intent and impact within the context of students' real world experiences. The overarching theme is Career Readiness and how the student fits into the ever-changing world of work.Please note that registration for this class requires approval from the center for internships and career development. Students need to secure an internship prior to class registration.

Academic Level
Undergraduate

School
School of Arts and Sciences

ID510 - Nat Sci in Classroom I

Overview

Subject code
ID

Course Number
510

Course Long Title
Nat Sci in Classroom I

Credits
3

Course Description
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, basic principles and concepts important for teaching math and science are covered with a focus on modifying the curriculum and instructional materials to meet the needs of students with mild and moderate disabilities. The Massachusetts Science and Technology Curriculum Framework and the Massachusetts Mathematics Curriculum Framework are used as basic references.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Demonstrate their understanding by reflecting on prior knowledge and resources related to teaching and learning digital literacy and computer science, math, and science subjects while drawing connections to the Massachusetts curriculum frameworks

Construct their own initial philosophy for teaching and learning digital literacy and computer science, math, and science aligned with the Massachusetts curriculum frameworks

Create student friendly learning outcomes and the summative evidence of those outcomes by applying their philosophy and understanding for digital literacy and computer science, math, and science aligned with the Massachusetts curriculum frameworks that are aligned with content standards

Create learning activities/lesson plans that lead towards the summative evidence by applying their philosophy and understanding for digital literacy and computer science, math, and science aligned with the Massachusetts curriculum frameworks

ID512 - Humanities in Classroom I

Overview

Subject code
ID

Course Number
512

Course Long Title
Humanities in Classroom I

Credits
3

Course Description
In this interdisciplinary course, the focus is on expanding students' knowledge of the humanities. Candidates will explore genres, literary elements, and literary techniques in art, literature, poetry and music and look for ways to integrate the humanities into the curriculum. As well, candidates will study perspectives of education and society through the expressions of art through the writing process for students with mild and moderate disabilities. Discovery in the humanities can be a basis in which teachers may develop curriculum and enhance classroom teaching for students with mild and moderate disabilities.

Academic Level
Graduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Design learning activities that integrate art, music, and literature through a common theme

Incorporate strategies to engage students in discussion about literary elements, visual arts, and music

Communicate through writing to exercise critical thinking skills

Create lessons and activities that correspond to learning standards of Massachusetts State Frameworks

ID514 - Soc Sciences in Classroom

Overview

Subject code
ID

Course Number
514

Course Long Title
Soc Sciences in Classroom

Credits
3

Course Description
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. The course will be interactive and include 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.

Academic Level
Graduate

School
School of Arts and Sciences

ID545 - Museum Practicum II

Overview

Subject code
ID

Course Number
545

Course Long Title
Museum Practicum II

Credits
3

Course Description
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.

Academic Level
Graduate

School
School of Arts and Sciences

ID560 - Foundations of Telehealth

Overview

Subject code
ID

Course Number
560

Course Long Title
Foundations of Telehealth

Credits
3

Course Description
This course focuses on developing knowledge and skills in the aspects of telehealth utilization. The curriculum integrates knowledge from the history of telehealth through specific models of care for use. Course content addresses telehealth delivery methods, technical planning for a telehealth program, benefits, access to care with telehealth, and future considerations for telehealth utilization. This course is designed to offer students a foundation in telehealth knowledge and prepare students for the role of a telehealth provider based on national guidelines and evidence-based practice.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

ID561 - Telehealth Professional Practi

Overview

Subject code
ID

Course Number
561

Course Long Title
Telehealth Professional Practi

Credits
3

Course Description
This course focuses on applications and utilization of telehealth. The curriculum integrates the experience of the patient, provider, and support team for the successful offering of a telehealth program in a variety of healthcare disciplines. Course content addresses current research related to telehealth, provider training, patient education, and required documentation for visits. This course is designed to offer students specific guidelines surrounding the patient-provider experience with telehealth and required documentation.Pre-req.: ID560

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

ID562 - Management of Telehealth

Overview

Subject code
ID

Course Number
562

Course Long Title
Management of Telehealth

Credits
3

Course Description
This course focuses on enhancing the management perspective and skills for directing a telehealth program. The curriculum integrates knowledge from the previous courses in the telehealth certificate program to culminate proficiency and competencies as a telehealth provider. Course content addresses telehealth workflow in the healthcare setting, training of staff, design of program, and execution of all aspects of the telehealth patient-provider experience, billing, legal, and regulations specific to telehealth. This course is designed to offer students management skills for the role of a telehealth provider and/or program administrator for optimal patient outcomes. Pre-req.: ID561

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

IPE233 - Medical Terminology

Overview

Subject code
IPE

Course Number
233

Course Long Title
Medical Terminology

Credits
1

Course Description
This course provides students with the opportunity to learn about, and practice, healthcare terminology used in medical records, progress notes, and other forms of interdisciplinary communication. This course will focus on basic terms, medical terms, and abbreviations associated with the body systems.

Academic Level
Undergraduate

School
School of Health Sciences

IPE300A - Global Interprof.Exp.Bolivia

Overview

Subject code
IPE

Course Number
300A

Course Long Title
Global Interprof.Exp.Bolivia

Credits
1

Course Description
This course is designed to provide students with global interprofessional education experience across multiple fields of health science. Students will gain an elementary understanding of the history, culture, education and healthcare system of the country visited. Through lectures, site visits, community interactions, and special activities, students will gain experience related to the practice of their field of study from an international perspective. In addition, students will increase their awareness of interprofessionalism by observing and/or working with health, sport, or education professionals within and outside their chosen career and, where possible, through interactions with individuals in the community.Trip location Bolivia

Academic Level
Undergraduate

School
School of Health Sciences

IPE300B - Global Interprof.Exp.N.Ireland

Overview

Subject code
IPE

Course Number
300B

Course Long Title
Global Interprof.Exp.N.Ireland

Course Description
This course is designed to provide students with global interprofessional education experience across multiple fields of health science. Students will gain an elementary understanding of the history, culture, education and healthcare system of the country visited. Through lectures, site visits, community interactions, and special activities, students will gain experience related to the practice of their field of study from an international perspective. In addition, students will increase their awareness of interprofessionalism by observing and/or working with health, sport, or education professionals within and outside their chosen career and, where possible, through interactions with individuals in the community.Trip location N. Ireland

Academic Level
Undergraduate

School
School of Health Sciences

IPE306 - ResearchMethods:Hlth Sciences

Overview

Subject code
IPE

Course Number
306

Course Long Title
ResearchMethods:Hlth Sciences

Credits
3

Course Description
Research Methods for the Health Sciences introduces the purposes, types, and basic methodology of research for the health sciences, using studies from a variety of health professions. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, and ethical and political issues. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research and to develop an understanding of basic research concepts and methodologies. Students' knowledge of research will be applied to their chosen health science field. Additionally, students will learn about single-subject design, program evaluation, needs assessment, and research interviewing. Students will complete the course with a research proposal.

Academic Level
Undergraduate

School
School of Health Sciences

IPE308 - Health Informatics

Overview

Subject code
IPE

Course Number
308

Course Long Title
Health Informatics

Credits
3

Course Description
This course provides an in-depth introduction to the foundational concepts, systems, and technologies that support the management and use of health information in modern healthcare environments. Students will explore the evolution, structure, and function of health information systems, including electronic health records (EHRs), clinical decision support tools, and administrative applications. Emphasis will be placed on understanding the systems development life cycle, data standards, data quality, legal and ethical considerations, and emerging technologies such as artificial intelligence and digital health tools. Through real-world case studies, interactive discussions, and multimedia assignments, students will analyze how informatics drives improved patient outcomes, operational efficiency, and compliance with healthcare regulations. This course is ideal for students pursuing careers in health informatics, healthcare management, information technology, or related fields.

Academic Level
Undergraduate

School
School of Health Sciences

IT101 - Introductory Italian

Overview

Subject code
IT

Course Number
101

Course Long Title
Introductory Italian

Credits
3

Course Description
Italy has been very successful at branding itself as a source of authentic traditions and style. Students will study the Italian language, history, and culture through a celebration of Italian cultural icons and ways of life. Students will develop basic language skills in listening, speaking, and reading. The course emphasizes student interaction through class activities centered on Italian food and art, fashion, and movies. No prior knowledge of Italian is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

IT102 - Introductory Italian

Overview

Subject code
IT

Course Number
102

Course Long Title
Introductory Italian

Credits
3

Course Description
This is a continuation of IT 101 or an equivalent course. It is an introduction to the study of the Italian language and culture, with special attention paid to its traditions and innovations, to its creativity and technology, and to its place in a global world. Students will develop improved language skills in listening, speaking, and reading. The course emphasizes student interaction through class activities centered on Italian food, art, history, and politics. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit for a total of four credits.
Prerequisites: IT 101 or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

IT205 - Contemp.Italy Through Film

Overview

Subject code
IT

Course Number
205

Course Long Title
Contemp.Italy Through Film

Credits
3

Course Description
The aim of this course is to gain an understanding of contemporary Italian society and culture by viewing, reflecting on, and discussing Italian films of the last six decades. The class will analyze several films to learn about key events that have shaped the national identity of contemporary Italy. This course is a requirement for the concentration in Mediterranean studies for the major in history, world languages, and cultural heritage and is taught in English. Students who wish to earn credit towards a foreign language course will complete the written work in Italian; otherwise, written work will be completed in English.

Academic Level
Undergraduate

School
School of Arts and Sciences

LG201 - Law & Government: Introd

Overview

Subject code
LG

Course Number
201

Course Long Title
Law & Government: Introd

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

LOM300 - Lab Operations Mgmt. I

Overview

Subject code
LOM

Course Number
300

Course Long Title
Lab Operations Mgmt. I

Credits
3

Course Description
This course focuses on the theory, practical application and evaluation of laboratory management principles and associated models in compliance and regulatory issues, safety, and ethics. Guidelines for the care and treatment of lab animals will also be addressed. Opportunities for building critical thinking, problem-solving, writing and management and professional leadership skills are provided.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Students will be able to label and define the sections found in safety data sheets (SDSs)

Students will be able to apply safety and regulatory practices to a lab setting

Students will demonstrate an understanding of the ethical use of human subjects by completing an online NIH certificate regarding the Institutional Review Boards protocols on the use of human subjects

Students will demonstrate an understanding of the hiring process, in both academia and industry, by producing resumes, cover letters, and a series of questions as both the interviewer and interviewee

Students will demonstrate the basic knowledge of lab management for potential future application in graduate school or industry

LOM301 - Lab Operations Mgmt. II

Overview

Subject code
LOM

Course Number
301

Course Long Title
Lab Operations Mgmt. II

Credits
3

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

Students will demonstrate an understanding of the various aspects of maintaining a biological laboratory facility that utilizes animals in its Program

Students will display a comprehensive understanding of the procedures for biological and chemical spill clean-up and disposal

Students will use laboratory management software and produce a freezer management spreadsheet

Students will demonstrate an understanding of the hiring process, in both academia and industry, by producing resumes, cover letters, and by participating in a mock interview

Students will demonstrate a basic knowledge of how to use BLAST, ClustalW, ePCR, and other bioinformatics software to design experiments and produce phylogenetic tree data

MA100A - Applied College Algebra

Overview

Subject code
MA

Course Number
100A

Course Long Title
Applied College Algebra

Credits
3

Course Description
This course provides students a college level academic experience in Algebra that emphasizes the use of algebraic operations and functions in problem solving and modeling. It also provides a strong foundation in Algebra to prepare students for Mathematics needed in partner disciplines

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Effectively perform various algebraic operations

2 Solve linear and quadratic equations

3 Effectively perform factoring operations and evaluate polynomials

4 Demonstrate the ability to use functions and modeling using functions

5 Demonstrate an understanding of graphing different functions

6 Solve logarithmic and exponential functions

MA100B - Applied College Algebra/Lab

Overview

Subject code
MA

Course Number
100B

Course Long Title
Applied College Algebra/Lab

Credits
4

Course Description
This course provides students a college level academic experience in Algebra that emphasizes the use of algebraic operations and functions in problem solving and modeling. It also provides a strong foundation in Algebra to prepare students for Mathematics needed in partner disciplines

Academic Level
Undergraduate

School
School of Arts and Sciences

MA101A - Pre-Calculus

Overview

Subject code
MA

Course Number
101A

Course Long Title
Pre-Calculus

Credits
3

Course Description
This course is designed to prepare students for calculus. The topics cover several function classes including linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions. Both algebraic and graphical techniques will be used to study these functions and their applications throughout the course. This course also introduces the concept and computation of limits which are necessary to begin the Calculus course. Prerequisite: C- or better in QR 101 (or in QR 101A) or placement based on incoming GPA

Academic Level
Undergraduate

School
School of Arts and Sciences

MA101B - Pre-Calculus/Lab

Overview

Subject code
MA

Course Number
101B

Course Long Title
Pre-Calculus/Lab

Credits
4

Course Description
This course is designed to prepare students for calculus. The topics cover several function classes including linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions. Both algebraic and graphical techniques will be used to study these functions and their applications throughout the course. This course also introduces the concept and computation of limits which are necessary to begin the Calculus course. Prerequisite: C- or better in QR101A or QR103 (QR103 P preferred) or placement

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- QR101A - Quantitative Reasoning/Lab
- QR103P - Quantitative Reason PreCalc/LAB

Must have taken course with a C- or better or placement. QR103P preferred.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- MA101BX - Lab

Learning Outcomes

Learning Objectives

1 Express functions numerically, graphically and algebraically

2 Apply properties of exponential and logarithmic functions to solve specific equations and applications

3 Solve trigonometric equations and applications using trigonometric functions

4 Solve equations algebraically, numerically and graphically

5 Use functions to model real world problems

6 Evaluate the inverse of functions

7 Illustrate the features of linear and exponential growth using practical examples

8 Use graphing calculator to solve problems

9 Compute the limits of functions

MA106 - Introductory Calculus

Overview

Subject code
MA

Course Number
106

Course Long Title
Introductory Calculus

Credits
3

Course Description
This course is designed to advance the topics of differential and integral calculus. Emphasis is placed on derivatives and integrals of algebraic and transcendental functions of one variable. The topics include derivatives, applications of the derivative, the definite and indefinite integrals, the fundamental theorems of calculus, techniques of integration, applications of the integrals, the calculus of logarithmic, exponential, and trigonometric functions and (if time permits) an introduction to ordinary differential equations. Prerequisite: MA 101A or placement based on incoming GPA

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

MA107 - Introductory Calculus/Lab

Overview

Subject code
MA

Course Number
107

Course Long Title
Introductory Calculus/Lab

Credits
4

Course Description
This course is designed to advance the topics of differential and integral calculus. Emphasis is placed on derivatives and integrals of algebraic and transcendental functions of one variable. The topics include derivatives, applications of the derivative, the definite and indefinite integrals, the fundamental theorems of calculus, techniques of integration, applications of the integrals, the calculus of logarithmic, exponential, and trigonometric functions and (if time permits) an introduction to ordinary differential equations. Prerequisite: MA 101B or placement based on incoming GPA

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA101B - Pre-Calculus/Lab

Or placement.

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- MA107XA - Lab

Learning Outcomes

Learning Objectives

1 Demonstrate the ability to compute derivatives using the limit definition

2 Demonstrate the ability to compute various rules of differentiation

3 Demonstrate the ability to use derivatives to solve application problems

4 Demonstrate an understanding of antidifferentiation and the ability to compute antiderivatives

5 Demonstrate the knowledge and understanding of the Fundamental Theorem of Calculus

6 Demonstrate the ability to use a graphing calculator to model and solve problems

7 Compute indefinite and definite integrals using various techniques of integration

8 Use definite integrals to solve applied problems such as finding areas, volumes, and work and solve differential equations

MA108 - Honors Calculus

Overview

Subject code
MA

Course Number
108

Course Long Title
Honors Calculus

Academic Level
Undergraduate

School
School of Arts and Sciences

MA203 - Intermediate Analysis I

Overview

Subject code
MA

Course Number
203

Course Long Title
Intermediate Analysis I

Credits
3

Course Description
This course will focus on a vector analysis, curves and surfaces, functions of several variables, partial differentiation, multiple integration, line integrals, Green's Theorem, and an introduction to differential equations. Prerequisite: MA 107; MA 203 for MA 204

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA107 - Introductory Calculus/Lab

Learning Outcomes

Learning Objectives

1 Analyze and interpret three-dimensional space by plotting points, drawing vectors, and sketching surfaces

2 Perform operations with vectors, vector valued functions, and functions of two or more variables

3 Compute and interpret limits, continuity, partial directional derivatives, and gradients for functions of two and three variables

4 Find maxima and minima of functions of two variables and solve real-life multivariable optimization problems by apply these techniques

5 Use online applets and calculators to assist with multivariable computations

MA204 - Intermediate Analysis II

Overview

Subject code
MA

Course Number
204

Course Long Title
Intermediate Analysis II

Credits
3

Course Description
This course will focus on a vector analysis, curves and surfaces, functions of several variables, partial differentiation, multiple integration, line integrals, Green's Theorem, and an introduction to differential equations. Prerequisite: MA 107; MA 203 for MA 204

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA107 - Introductory Calculus/Lab
- MA203 - Intermediate Analysis I

Learning Outcomes

Learning Objectives

1 work with parametric and polar coordinate systems by plotting points, drawing curves, and sketching surfaces

2 perform differentiation and integration with polar and parametric coordinates

3 demonstrate knowledge and understanding of double and triple integrals by integrating functions of two and three variables

4 demonstrate knowledge and understanding of the theorems for functions of two and three variables and the ability to apply these techniques to real-life problems

MA210 - Statistics

Overview

Subject code
MA

Course Number
210

Course Long Title
Statistics

Credits
3

Course Description
This course will include a study of basic principles of statistics, including descriptive methods, hypothesis tests, estimation, correlation and regression, analysis of variance and Chi-square test of independence. Emphasis will be on applications. Prerequisite: C- or better in QR 101A or QR103 (QR103S preferrred) or placement

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- QR101A - Quantitative Reasoning/Lab
- QR103S - Quantitative Reason Stats/LB

Must have taken course with a C- or better or placement. QR103S preferred.

Learning Outcomes

Learning Objectives

1 Apply, analyze, and interpret various types of hypothesis testing

2 Evaluate the types of data and appropriate summary statistics

3 Compute and interpret measures of central tendency and variation

4 Solve a real-life problem using technology and hypothesis testing; present the work in class

5 Use technology and calculators to assist in statistical computations

MA211 - Statistical Methods

Overview

Subject code
MA

Course Number
211

Course Long Title
Statistical Methods

Credits
3

Course Description
This course will focus on the basic principles of statistics, including descriptive methods, classical and nonparametric tests, estimation, correlations, regression, and analysis of variance. Emphasis will be on applications and consideration of the use of the computer in statistical analysis. Prerequisite: C- or better in QR 101A or QR103 (QR103S preferrred) or placement (Note: MA 211 without MA 212 does not satisfy the mathematics requirement for graduation.)

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- QR101A - Quantitative Reasoning/Lab
- QR103S - Quantitative Reason Stats/LB

Must have taken course with a C- or better or placement. QR103S preferred.

Learning Outcomes

Learning Objectives

1 Understand random sampling

2 Analysis techniques for determining outlier

3 Evaluation of types of data (discrete/continuous, including Normal Probability Plots) and appropriate summary statistics

4 Evaluation and application of probabilities using various probability distributions

5 Knowledge of SPSS to assist in analyses listed above

6 Calculation and analysis of confidence intervals (this will continue into MA 212)

MA212 - Statistical Methods

Overview

Subject code
MA

Course Number
212

Course Long Title
Statistical Methods

Credits
3

Course Description
This course will focus on the basic principles of statistics, including descriptive methods, classical and nonparametric tests, estimation, correlations, regression, and analysis of variance. Emphasis will be on applications and consideration of the use of the computer in statistical analysis. Prerequisite: MA 211 (Note: MA 211 without MA 212 does not satisfy the mathematics requirement for graduation.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA211 - Statistical Methods

Learning Outcomes

Learning Objectives

1 Confidence Intervals for population means and proportions

2 Analysis techniques for various types of hypothesis testing

3 An understanding of the significance levels and the p-value

4 Familiarity with correlation, regression, and the coefficient of determination

5 Knowledge of SPSS to assist in calculations and analyses of hypothesis tests and relevant measures listed above

6 Understanding and remembering the above information, particularly the pvalue interpretations, when conducting their own research or reading professional journals, in the future

MA253 - Linear Algebra

Overview

Subject code
MA

Course Number
253

Course Long Title
Linear Algebra

Credits
3

Course Description
In this course students will study systems of linear equations, matrices, vector spaces, and linear transformations. They will also consider applications to the natural and social sciences. Prerequisite: MA 107

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA107 - Introductory Calculus/Lab

MA255 - Differential Equations

Overview

Subject code
MA

Course Number
255

Course Long Title
Differential Equations

Credits
3

Course Description
This is an introductory course in differential equations. Topics include linear ordinary differential equations and systems of linear differential equations; second order linear equations, solutions using Laplace transforms, numerical methods.Pre-requisite MA 107

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA107 - Introductory Calculus/Lab

Learning Outcomes

Learning Objectives

1 Identify ordinary differential equations and their respective orders

2 Explain and demonstrate how differential equations are used to model certain situations

3 Solve first order differential equations as well as initial value problems

4 Solve linear differential equations with constant coefficients

5 Demonstrate the use of power series to find solutions of linear differential equations

6 Solve linear systems of differential equations with constant coefficients

7 Demonstrate the use of Laplace transform to solve initial value problems; and

8 Analyze methods of numerical approximation to find solutions to differential equations

MA326 - Geometry

Overview

Subject code
MA

Course Number
326

Course Long Title
Geometry

Credits
3

Course Description
This course offers a historical introduction to geometry, Hilbert's axioms for Euclidean geometry, absolute geometry, the parallel postulate, Saccheri quadrilaterals, hyperbolic geometry, and geometric models.
Prerequisites: MA 203 and MA 253

Academic Level
Undergraduate

School
School of Arts and Sciences

MA328 - Number Theory

Overview

Subject code
MA

Course Number
328

Course Long Title
Number Theory

Credits
3

Course Description
Topics for this course include: basic properties of the integers, congruences, numbertheoretic functions, quadratic reciprocity, the representation of numbers, Diophantine equations, and primes. Prerequisites: MA 203 and MA 253

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA203 - Intermediate Analysis I
- MA253 - Linear Algebra

MA353 - Abstract Algebra

Overview

Subject code
MA

Course Number
353

Course Long Title
Abstract Algebra

Credits
3

Course Description
These courses examine rings, fields, integral domains, and polynomial rings, groups through quotient groups, graph theory and applications. Prerequisites MA 204 and MA 253.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA204 - Intermediate Analysis II
- MA253 - Linear Algebra

MA354 - Algebraic Structures II

Overview

Subject code
MA

Course Number
354

Course Long Title
Algebraic Structures II

Credits
4

Course Description
These courses examine rings, fields, integral domains, and polynomial rings, groups through quotient groups, graph theory and applications. Prerequisite: MA 353

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA353 - Abstract Algebra

ME507 - Elem Schl:Math Instruction

Overview

Subject code
ME

Course Number
507

Course Long Title
Elem Schl:Math Instruction

Credits
3

Course Description
This course is designed to provide the prospective elementary school teacher with a foundation of 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.

Academic Level
Graduate

School
School of Arts and Sciences

ME507B - Field-based Experience

Overview

Subject code
ME

Course Number
507B

Course Long Title
Field-based Experience

Academic Level
Graduate

School
School of Arts and Sciences

MI101 - Exploring Medical Imaging

Overview

Subject code
MI

Course Number
101

Course Long Title
Exploring Medical Imaging

Credits
1

Course Description
This course is designed to provide students with an introduction to the medical imaging sciences, including a brief history of medicine and a comprehensive exploration of how medical imaging has evolved into the multidisciplinary profession it is today. Topics include basic radiation protection and radiobiology, human diversity, health records, health information management, professional ethics, and basic medical terminology.

Academic Level
Undergraduate

School
School of Health Sciences

MI305 - Interventional Radiology I

Overview

Subject code
MI

Course Number
305

Course Long Title
Interventional Radiology I

Credits
4

Course Description
Basic concepts of interventional radiology (IR) will be discussed including vascular anatomy and pathology, as well as imaging techniques commonly utilized in IR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image-guided vascular procedures are introduced. Vascular surgery correlation with surgical options will be introduced the course.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Identify the various imaging methods utilized in Interventional Radiology procedures (DA, DSA, Dynamic CT and Ultrasound)

Describe the required parameters to acquire quality images

Apply critical thinking in order to change/modify imaging parameters to increase image quality based on various diseases

Apply knowledge of contrast media to imaging methods and parameters

Identify pathologies demonstrated during image acquisition

Understand proper parameters for power-injecting contrast through various diagnostic catheters

Identify the volume doses, injection rates and power injection options for various vascular studies

MI306 - Interventional Radiology II

Overview

Subject code
MI

Course Number
306

Course Long Title
Interventional Radiology II

Credits
4

Course Description
Basic concepts of neuro interventional radiology (NIR) will be discussed including neurovascular anatomy and pathology, as well as imaging techniques commonly utilized in NIR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image-guided neuro-vascular procedures are introduced. Vascular surgery correlation with surgical options will be introduced in the course. Prerequisite: MI 305

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Identify the various imaging methods utilized in Interventional Radiology procedures (DA, DSA, Dynamic CT and Ultrasound)

Describe the required parameters to acquire quality images

Apply critical thinking in order to change/modify imaging parameters to increase image quality based on various diseases

Apply knowledge of contrast media to imaging methods and parameters

Identify pathologies demonstrated during image acquisition

Understand proper parameters for power-injecting contrast through various diagnostic catheters

Identify the volume doses, injection rates and power injection options for various vascular studies

MI307 - Interventional Radiology III

Overview

Subject code
MI

Course Number
307

Course Long Title
Interventional Radiology III

Credits
4

Course Description
Basic concepts of non-vascular Interventional Radiology (NVIR) will be discussed including non-vascular anatomy and pathology, as well as imaging techniques commonly utilized in NVIR. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting diagnostic and interventional image guided nonvascular procedures are introduced. Surgical correlation with surgical options will be introduced in the course.
Prerequisite: MI 306

Academic Level
Undergraduate

School
School of Health Sciences

MI310 - Breast Imaging I

Overview

Subject code
MI

Course Number
310

Course Long Title
Breast Imaging I

Credits
4

Course Description
Basic concepts of breast imaging will be discussed including anatomy and pathology, as well as imaging techniques commonly utilized in mammography. In addition to concepts, the imaging methods, supplies, equipment, and devices supporting mammographic procedures are introduced.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

- Explain the history of mammography and the need for screening mammography
- Identify breast anatomy and physiology
- Understand mammographic positioning and the nonconforming patient
- Apprehend various lesion locations within the breast and visualized on the mammogram
- Discuss your expanding role as a mammographer
- Ability to adapt to positioning variations in nonconforming patients
- Describe various features of malignant and benign breast pathology

Comprehend the radiographic appearance of breast pathology

MI311 - Breast Imaging II

Overview

Subject code
MI

Course Number
311

Course Long Title
Breast Imaging II

Credits
4

Course Description
Basic knowledge of routine breast imaging will be expanded in this course to include knowledge of advanced positioning and additional equipment used in breast imaging. Students will move outside of routine screenings (if not already done) and into diagnostic imaging. An introduction to breast biopsies will be given as well as an overview of 3D breast imaging. Emphasis will be placed on digital imaging as a whole including PACS, DICOM, and how digital images are obtained. Prerequisite: MI 310

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Identify the various components of the mammography unit the purpose and function of each

Explain the significance of target/filter combinations, grids, compression devices, and magnification imaging

Discuss the special features and benefits of dedicated mammography x-ray tube designs

Describe how kVp, mA, time and compression affect the mammographic image and radiation dose to the patient

Define heel effect, reciprocity law failure, geometry and purpose of the mammography primary beam, and Automatic Exposure Control (AEC)

Understand Computer-Aided Detection (CAD) and its integration into the clinical environment of mammography

Identify image quality factors including image artifacts

Explain the impact of the ACRIN/DMIST study on mammography

Ability to discuss advantages and disadvantages of digital mammography

MI312 - Breast Imaging III

Overview

Subject code
MI

Course Number
312

Course Long Title
Breast Imaging III

Credits
4

Course Description
In the final semester of the Breast Imaging program students will become familiar with the various requirements of the ACR and the MQSA as well as insurance requirements for both routine screening and diagnostic imaging. Emphasis will be placed on registry review material throughout the semester in order to prepare the student for the ARRT registry exam. Prerequisite: MI 311

Academic Level
Undergraduate

School
School of Health Sciences

MI330 - Radiation Protection & Biology

Overview

Subject code
MI

Course Number
330

Course Long Title
Radiation Protection & Biology

Credits
2

Course Description
This course explores the principles and methods of radiation protection, health physics units, measurement, and dose-limiting regulations for occupationally and non-occupationally exposed individuals; radiation surveys; techniques and decontamination methods; monitoring of radioactive waste, radiation dose measurements, and radionuclide accountability; and special topics, including precautions with brachytherapy patients, with patients receiving therapeutic amounts of radionuclides and in management of accidentally contaminated individuals. This course will also serve as an overview of the genetic and somatic effects of ionizing radiation. Mechanisms of interaction from the subcellular level to the organism will be presented. Risk versus benefit of radiation exposure to occupational workers as well as patients will be discussed. The emphasis of the course will be an understanding of the theory of radiobiology and how this translates into radiation protection practices.

Academic Level
Undergraduate

School
School of Health Sciences

MI340 - Clinical BI Internship I

Overview

Subject code
MI

Course Number
340

Course Long Title
Clinical BI Internship I

Credits
4

Academic Level
Undergraduate

School
School of Health Sciences

MI341 - Clinical BI Internship II

Overview

Subject code
MI

Course Number
341

Course Long Title
Clinical BI Internship II

Credits
4

Academic Level
Undergraduate

School
School of Health Sciences

MI342 - Clinical BI Internship III

Overview

Subject code
MI

Course Number
342

Course Long Title
Clinical BI Internship III

Credits
4

Academic Level
Undergraduate

School
School of Health Sciences

MI350 - Clinical Medial Imaging Intern.I

Overview

Subject code
MI

Course Number
350

Course Long Title
Clinical Medial Imaging Intern.I

Credits
4

Course Description
The purpose of this course is to develop students' clinical skills, under direct supervision, through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student's learning.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Compare/contrast the various types of equipment used in clinical modalities

Demonstrate effective communication skills with patients/healthcare team

Demonstrate appropriate standard precautions

Demonstrate proper venipuncture techniques and other patient care activities

Demonstrate ALARA at all times

Perform a variety of modality-specific procedures under direct/indirect supervision

Perform QC procedures

Demonstrate image processing

Demonstrate image archival and retrieval

MI351 - Clinical Medical Imaging Internship II

Overview

Subject code
MI

Course Number
351

Course Long Title
Clinical Medical Imaging Internship II

Credits
4

Course Description
The purpose of this course is to give students, under direct and indirect supervision, the clinical skills through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student's learning. Prerequisite: MI 350

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Compare/contrast the various types of equipment used in clinical modalities

Demonstrate effective communication skills with patients/healthcare team

Demonstrate appropriate standard precautions

Demonstrate proper venipuncture techniques and other patient care activities

Demonstrate ALARA at all times

Perform a variety of modality-specific procedures under direct/indirect supervision

Perform QC procedures

Demonstrate image processing

Demonstrate image archival and retrieval

MI352 - Clinical Medical Imaging Internship III

Overview

Subject code
MI

Course Number
352

Course Long Title
Clinical Medical Imaging Internship III

Credits
4

Course Description
The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in medical imaging procedures. Rotations include a variety of aspects of medical imaging. Rotations occur at clinical affiliates in order to enhance the student's learning. Prerequisite: MI 351

Academic Level
Undergraduate

School
School of Health Sciences

MI400 - Prof. Practice in Imaging

Overview

Subject code
MI

Course Number
400

Course Long Title
Prof. Practice in Imaging

Credits
3

Course Description
This course focuses on a variety of topics that are tailored to the medical imaging profession. Topics include patient care and assessment critical to imaging procedures, medical ethics and healthcare law, medical terminology, health informatics, and health administration. Research methods, along with oral and written communication skills, are also included.

Academic Level
Undergraduate

School
School of Health Sciences

MI402 - Nuclear Medicine Essentials

Overview

Subject code
MI

Course Number
402

Course Long Title
Nuclear Medicine Essentials

Credits
3

Course Description
MI 402 Nuclear Medicine Essentials The course covers a variety of Nuclear Medicine topics as a way to introduce the student to Nuclear Medicine Technology. Topics include patient care, mathematics & statistics review, and computer applications in nuclear medicine. Clinical observations are required and topics of CPR and medical terminology are introduced.

Academic Level
Undergraduate

School
School of Health Sciences

MI408 - Leadership in Medical Imaging

Overview

Subject code
MI

Course Number
408

Course Long Title
Leadership in Medical Imaging

Credits
3

Course Description
Students will explore, analyze and evaluate contemporary and historical theories of leadership and develop strategies for use in the professional practice of medical imaging administrators in the rapidly changing health care delivery system. Topics will include leadership styles, collaboration and teamwork, work environment, organizational behavior, management thinking, financing health care, and health insurance.

Academic Level
Undergraduate

School
School of Health Sciences

MI450 - NM Review and Practice

Overview

Subject code
MI

Course Number
450

Course Long Title
NM Review and Practice

Credits
1

Course Description
This course is geared to serve as an academic and clinical review of nuclear medicine material and/or for students who need additional academic and/or clinical support. Clinical experience is required and arranged by the faculty along with didactic materials.

Academic Level
Undergraduate

School
School of Health Sciences

MI460 - Nuclear Med. Procedures & Technology

Overview

Subject code
MI

Course Number
460

Course Long Title
Nuclear Med. Procedures & Technology

Credits
6

Course Description
MI 460 Nuclear Medicine Procedures & Technology The purpose of this course is to give students an understanding of nuclear medicine procedures including the appropriate instrumentation and patient care skills are reviewed. Procedures include skeletal system, endocrine system, respiratory system, GI system, GU system, cardiac system, CNS, inflammatory & tumor imaging, PET imaging & therapeutic studies.

Academic Level
Undergraduate

School
School of Health Sciences

MI462 - Computed Tomography

Overview

Subject code
MI

Course Number
462

Course Long Title
Computed Tomography

Credits
3

Course Description
This course is a comprehensive introduction to computed tomography (CT), including concepts related to physics and instrumentation, patient care, procedures, and crosssectional anatomy. This course is appropriate for students seeking a foundation in didactic knowledge to prepare for the ARRT and/or the NMTCB registry examination in computed tomography.

Academic Level
Undergraduate

School
School of Health Sciences

MI465 - Radiation Science & Instrumentation

Overview

Subject code
MI

Course Number
465

Course Long Title
Radiation Science & Instrumentation

Credits
3

Course Description
MI 465 Radiation Science & Instrumentation The purpose of this course is to give students an understanding of radiation and nuclear medicine physics, including the concepts and physical principles that apply to the atom and interactions of the various atomic particles are discussed. Radiation biology, protection and safety are presented. Qualitative and quantitative effects on the human body following exposure to various amounts of ionizing radiation will be examined. The safe handling of radioactive materials and regulatory aspects of radiation protection are presented as well. Basic radiation detectors, their applications, functions, and limitations are presented. Also covers the instruments used in nuclear medicine with an overview of the gas filled detectors, scintillation cameras and the radioactive decay process.

Academic Level
Undergraduate

School
School of Health Sciences

MI468 - Clinical Internship I

Overview

Subject code
MI

Course Number
468

Course Long Title
Clinical Internship I

Credits
2

Course Description
The purpose of this course is to give students, under direct and indirect supervision, the clinical skills through observation and participation in Nuclear Medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Outside rotations occur at a variety of clinical affiliates in order to enhance the student?s learning. 13/S1&13/S2

Academic Level
Undergraduate

School
School of Health Sciences

MI468A - Clinical Internship I

Overview

Subject code
MI

Course Number
468A

Course Long Title
Clinical Internship I

Credits
6

Academic Level
Undergraduate

School
School of Health Sciences

MI469 - Clinical Internship II

Overview

Subject code
MI

Course Number
469

Course Long Title
Clinical Internship II

Credits
4

Course Description
MI 469 Clinical Internship II The purpose of this course is to develop students? clinical skills, under direct and indirect supervision, through observation and participation in Nuclear Medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student?s learning. 4 credit hours. Prerequisites: MI 460, MI 465, MI 468 14/S1&S2:12 Weeks 5/19-8/9

Academic Level
Undergraduate

School
School of Health Sciences

MI469A - Clinical Internship II

Overview

Subject code
MI

Course Number
469A

Course Long Title
Clinical Internship II

Credits
8

Course Description
14/S1&S2:12 weeks 5/19-8/9

Academic Level
Undergraduate

School
School of Health Sciences

MI470 - Cross Sectional Imaging

Overview

Subject code
MI

Course Number
470

Course Long Title
Cross Sectional Imaging

Credits
3

Course Description
This course is an introduction to Computed Tomography(CT). X-ray physics, CT instrumentation, and procedures of CT are also discussed. The focus of the course is cross-sectional anatomy.3 credit hours. Prerequisite: BI 105: Anatomy & Physiology I HYBRID 14/SP:Meeting every other week starting 1/27

Academic Level
Undergraduate

School
School of Health Sciences

MI471 - Nuclear Medicine Critique

Overview

Subject code
MI

Course Number
471

Course Long Title
Nuclear Medicine Critique

Credits
4

Course Description
Advance discussions in nuclear medicine procedures and the related technology. Case studies will be analyzed and discussed in detail. This course is designed to bridge the gap between the introductory discussed. 4 credit hours. Prerequisites: MI460 14/SP:Classes meet every other week starting 1/27.

Academic Level
Undergraduate

School
School of Health Sciences

MI471C - Capstone

Overview

Subject code
MI

Course Number
471C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Health Sciences

MI472 - Radiopharmacy & Pharmacology

Overview

Subject code
MI

Course Number
472

Course Long Title
Radiopharmacy & Pharmacology

Credits
2

Course Description
MI 472 Radiopharmacy & Pharmacology Rules and regulations regulating the practice of the Radiopharmacy/hot lab are discussed in detail. Radiopharmaceutical preparation, labeling information, methods of localization, record keeping and storage of radioactive materials, quality control, and federal/state regulations are discussed. Generator systems, cyclotrons, and accelerators are covered. Pharmaceuticals used in nuclear medicine as adjunct therapies are covered along with their indications, dosage, and effects.

Academic Level
Undergraduate

School
School of Health Sciences

MI473 - Quality Mgmt.In Medical Imaging

Overview

Subject code
MI

Course Number
473

Course Long Title
Quality Mgmt.In Medical Imaging

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Explain the difference between quality, total quality, quality assurance, quality control, and quality measurement through completion of readings, homework, assignments, routine quizzes and discussion forums

Identify the need for quality management, employee empowerment, and teamwork in diagnostic imaging through completion of readings, homework, assignments, routine quizzes and discussion forums

Describe quality culture and the main components of a quality management program through completion of readings, homework, assignments, routine quizzes, discussion forums, and course deliverables

Describe specific quality management models/methodologies and demonstrate familiarity with basic statistical analysis tools by completing course deliverables and crafting a comprehensive mid-term case study analysis

Anticipate challenges and responsibilities associated with changes driven by quality management activities through completion of readings, homework, assignments, routine quizzes and discussion forums

Analyze ethics cases and choose appropriate solutions as they apply in a total quality environment through completion of readings, homework, assignments, routine quizzes and discussion forums

Explain the various components of a risk management program by completing a modality-specific imaging quality control project

Explain the impact of government regulation, accreditation bodies, and professional societies on a quality management program by participating in discussion forums related to these topics

Explain the role of communication in quality management through completion of readings, homework, assignments, routine quizzes and discussion forums

MI475C - Capstone

Overview

Subject code
MI

Course Number
475C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Health Sciences

MI476C - Capstone

Overview

Subject code
MI

Course Number
476C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Health Sciences

MI477 - Research Methods

Overview

Subject code
MI

Course Number
477

Course Long Title
Research Methods

Credits
4

Course Description
An overview of research methodologies will be discussed along with the use of databases to locate research sources and the guidelines for the development of a basic research proposal. Students will develop a researchable question; develop a literature review; and design a research project using either qualitative, quantitative, or mixed methods to explore a medical imaging topic. Prerequisite: MA 210

Academic Level
Undergraduate

School
School of Health Sciences

MI478 - Molecular Imaging

Overview

Subject code
MI

Course Number
478

Course Long Title
Molecular Imaging

Credits
3

Course Description
MI 478 Molecular Imaging This course focuses on molecular imaging, including PET, MRI, and CT. The emphasis is on imaging techniques, instrumentation, physics, biodistribution of molecular agents, and the clinical applications of molecular imaging. 3 credit hours. Prerequisites: MI 460 Nuclear Medicine Procedures & Technology

Academic Level
Undergraduate

School
School of Health Sciences

MI479 - Nuclear Cardiology

Overview

Subject code
MI

Course Number
479

Course Long Title
Nuclear Cardiology

Credits
3

Course Description
MI 479 Nuclear Cardiology This course focuses on the cardiac system with emphasis on nuclear imaging, quantification, and functional analysis as well as related information regarding cardiology, such as ECG interpretation, cardiac medications, cardiovascular disease and the ischemic cascade. Pharmacologic stress agents will also be discussed. 3 credit hours. Prerequisites: MI 460 Nuclear Medicine Procedures & Technology

Academic Level
Undergraduate

School
School of Health Sciences

MI480 - Clinical Internship III

Overview

Subject code
MI

Course Number
480

Course Long Title
Clinical Internship III

Credits
4

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

Academic Level
Undergraduate

School
School of Health Sciences

MI480A - Clinical Internship III

Overview

Subject code
MI

Course Number
480A

Course Long Title
Clinical Internship III

Credits
6

Academic Level
Undergraduate

School
School of Health Sciences

MI601 - Advanced Imaging Techniques

Overview

Subject code
MI

Course Number
601

Course Long Title
Advanced Imaging Techniques

Credits
3

Course Description
This course will cover advanced techniques including positron emission tomography (PET), single photon emission computed tomography (SPECT), magnetic resonance imaging (MRI), micro computed tomography (micro-CT), optical imaging (fluorescence and bioluminescence), and magnetic particle imaging (MPI).

Academic Level
Graduate

School
School of Health Sciences

MI605 - Preclinical Imaging Research

Overview

Subject code
MI

Course Number
605

Course Long Title
Preclinical Imaging Research

Credits
3

Course Description
This course provides an overview of the techniques that can be used for preclinical imaging studies targeted towards pharmacology and the pharmaceutical industry, including the theory of small animal handling, anesthesia issues, and ethical issues.

Academic Level
Graduate

School
School of Health Sciences

MI610 - ResearchReg&Quality Imaging

Overview

Subject code
MI

Course Number
610

Course Long Title
ResearchReg&Quality Imaging

Credits
3

Course Description
New course under development at time of publication.

Academic Level
Graduate

School
School of Health Sciences

MI630 - MIT Seminar:Topics I

Overview

Subject code
MI

Course Number
630

Course Long Title
MIT Seminar:Topics I

Credits
1

Course Description
This course is designed as a lecture series from recognized subject experts in the field of Molecular Imaging and Therapeu - tics. The course will take place in con - junction with the SNMMI Annual Meeting, with requirements of interacting with the field experts virtually or in attendance at the annual meeting

Academic Level
Graduate

School
School of Health Sciences

MI640 - MIT Seminar:Topics II

Overview

Subject code
MI

Course Number
640

Course Long Title
MIT Seminar:Topics II

Credits
1

Course Description
New course under development at time of publication.

Academic Level
Graduate

School
School of Health Sciences

MI650 - Patho.Across Radio.Modalities

Overview

Subject code
MI

Course Number
650

Course Long Title
Patho.Across Radio.Modalities

Credits
3

Course Description
An expanded range of diseases and conditions, which serves as indicators for ordering radiology examinations, will be covered in a variety of imaging modalities. Emphasis will be placed on the etiology, image appearances and prognosis associated with the diseases, conditions and pathologies covered in this course. A minimum of three case studies will be assigned for which the student will perform research, interview ordering physicians and radiologists, and present in class.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Analyze advantages and disadvantages of the various radiology imaging modalities for specific disease states and/or disease management decisions

Examine the relationship between pathology and modality specific diseases

Synthesize the principles and tools that referring physicians have to decide which imaging modality they will choose for the patient

Analyze the similarities and differences between diagnosis and prognosis in the various imaging modalities for particular disease states

Examine the evolution and development of the various imaging modalities with various disease states

MI651 - Molecular ImagingSem:Topics I

- Synthesize principles and tools of imaging techniques as applied to a disease state

Overview

Subject code
MI

Course Number
651

Course Long Title
Molecular ImagingSem:Topics I

Credits
1

Academic Level
Graduate

School
School of Health Sciences

MI680 - Imaging Research Field Exp.

Overview

Subject code
MI

Course Number
680

Course Long Title
Imaging Research Field Exp.

Credits
3

Course Description
New course under development at time of publication.

Academic Level
Graduate

School
School of Health Sciences

MR631 - Adv.Radiation Bio.&Protection

Overview

Subject code
MR

Course Number
631

Course Long Title
Adv.Radiation Bio.&Protection

Credits
3

Course Description
Building upon the fundamental principles, concepts and practices contained in MR 231 ? Radiation Biology and Protection, this course entails an in-depth study of the atomic, molecular, cellular, tissue, organ and organism effects of exposure to various radiation types and sources. Research into the scientific and epidemiological studies from which our current understanding of the topic along with critical analyses of current publicly available information about radiation issues is required. Development of a Radiation Health Physics Safety Assurance Program for application to radiologic imaging installations will be included. 10/S2 -MEETING DATES 6/26,7/10,7/24,7/31

Academic Level
Graduate

School
School of Health Sciences

MR632 - Advanced Radiation Physics

Overview

Subject code
MR

Course Number
632

Course Long Title
Advanced Radiation Physics

Credits
3

Course Description
Building on the principles and concepts contained in MR 131. Radiologic Physics, this course requires an in-depth study of: 1) the functioning, operation and optimal utilization parameters for current Radiologic imaging equipment; 2) the principles and design considerations associated with Radiologic equipment installations 3) the principles and practices underlying the development of Radiation Safety practices by international, national and state radiation regulating bodies. Submission of a radiation shielding plan which is acceptable to the state?s Radiation Control Program will be required as will the preparation and presentation of an in-depth analysis of the radiation safety procedures and practices of an assigned Radiology Department.

10/FA Meeting Dates, held at LMH: 9/11, 9/18, 10/2, 10/16, 10/30, 11/13, 11/20, 12/4

Academic Level
Graduate

School
School of Health Sciences

MS201 - Intro Museum Studies I

Overview

Subject code
MS

Course Number
201

Course Long Title
Intro Museum Studies I

Credits
3

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

MS202 - Intro Museum Management

Overview

Subject code
MS

Course Number
202

Course Long Title
Intro Museum Management

Credits
3

Course Description
Museum Studies II introduces the student to organizational behavior in the museum setting. Issues such as multiculturalism, corporate sponsorship, cultural stereotyping, ownership, and authenticity will be examined. Students gain practical experience through real-world museum challenges in selected areas of importance, for example, exhibitions, education, grant writing, collections policy, and long-range planning. Please note that students who enroll in the second section of this course and complete the assignments associated with the optional travel component will earn one additional academic credit, for a total of four credits. Prerequisite: MS 201

Academic Level
Undergraduate

School
School of Arts and Sciences

MS501 - Intro. to Museum Studies

Overview

Subject code
MS

Course Number
501

Course Long Title
Intro. to Museum Studies

Credits
3

Course Description
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

Academic Level
Graduate

School
School of Arts and Sciences

MS502 - Intro. Museum Management

Overview

Subject code
MS

Course Number
502

Course Long Title
Intro. Museum Management

Credits
3

Course Description
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.

Academic Level
Graduate

School
School of Arts and Sciences

MT200 - Stewardship in Business

Overview

Subject code
MT

Course Number
200

Course Long Title
Stewardship in Business

Credits
1

Course Description
This course introduces the basic business ethics issues for managerial decision-making. Relevant case studies, key scholarly articles, and media reports are reviewed and examined. The core component of the course is comparing the stakeholder vs. stockholder perspective which is emphasized throughout

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Recognize the ethical issues that managers and businesses can be confronted with (Blooms Knowledge)

2 Identify ethical issues and potential ethical dilemmas in a business environment (Blooms Comprehension)

3 Examine business ethics cases and how they relate to business operations and decision making (Blooms Analysis)

MT202 - Stewardship in Organizations

Overview

Subject code
MT

Course Number
202

Course Long Title
Stewardship in Organizations

Course Description
This introductory course explores how organizations can balance making a profit with ethical obligations for employees, customers, communities, and the environment. Students will examine real-world examples of organization that succeeded or failed at responsible leadership to understand the impact of decisions on society. Through case studies and discussions, students will learn practical frameworks for making ethical business decisions.

Academic Level
Undergraduate

MT203 - Intro. to Leadership/Mgmt

Overview

Subject code
MT

Course Number
203

Course Long Title
Intro. to Leadership/Mgmt

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Identify and explain how the various approaches to leadership apply to real world situations Evidence Based Leadership, Leadership Trait Approach, Skills Approach, Behavioral Approach, Situational Approach, Transformational Leadership, Creating a Vision in Leadership, Leadership Ethics & Values, Leading Virtual Teams, and the Leadership Development Process

2 Discuss how leadership ethics is an important element in the organizational development process and the organizational decision making process 3 Identify and analyze a current social and/or political issue at the local, national, and global levels

MT204 - Organizational Behavior

Overview

Subject code
MT

Course Number
204

Course Long Title
Organizational Behavior

Credits
3

Course Description
This course features an application of research from behavioral sciences concerning the interaction of individuals, groups, and the sub-units within the total organization. Students engage in analysis, problem solving, and decision making as a response to case studies and exercises. Emphasis will be on group development, interpersonal skills, decision making, and conflict resolution. Permission of instructor required.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Identify and define the concept of organizational behavior, evidence based management, leadership, and individual differences

2 Identify and evaluate the understanding of individuals in organizations and individual differences, attitudes, job satisfaction, perception and individual decision making

3 Identify the process of decision making and motivating employees

4 Demonstrate the process of building relationships with group processes and teams, managing conflict and negotiation, organizational communication

5 Evaluate and identify cross cultural differences and adjustments

6 Identify and explain the process of creating and leading change in an organization within the follow topic areas (stress, conflict, competing for scarce resources, negotiations, and communication

MT206 - Admin&Sup.Early Childhood

Overview

Subject code
MT

Course Number
206

Course Long Title
Admin&Sup.Early Childhood

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

MT209 - Financial Accounting

Overview

Subject code
MT

Course Number
209

Course Long Title
Financial Accounting

Credits
3

Course Description
This course provides an overview of the basic accounting process from the recording of business transactions to the preparation and analysis of financial statements. The purpose of the course is not to produce bookkeepers, but to give students a basic working knowledge of the principles, practices, and procedures involved in the preparation, presentation, and use of accounting data for external reporting purposes. Prerequisite: QR 103P or QR 103S or QR 130F or permission of instructor

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- QR103F - Quantitative Reason Finance/Lab
- QR103P - Quantitative Reason PreCalc/LAB
- QR103S - Quantitative Reason Stats/LB

Learning Outcomes

Learning Objectives

1 Explain and apply accounting concepts and principles

2 Conduct transaction analyses

3 Distinguish between accrual and cash based accounting

4 Apply and evaluate internal controls for cash transactions

5 Explain and apply receivables and revenue to ensure proper recognition

6 Distinguish between current and contingent liabilities

7 Construct financial statements and analyze the financial statements

8 Evaluate business decisions ethically

MT210 - Managerial Accounting

Overview

Subject code
MT

Course Number
210

Course Long Title
Managerial Accounting

Credits
3

Course Description
This course focuses on the internal use of accounting data for planning, decision making, and control activities in a business. It provides an introduction to managerial cost-volume profit analysis, cost analysis, operational budgeting, responsibility accounting, and performance measurement. Prerequisite: MT 209

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Understand the nature and operations of managerial accounting

2 Evaluate opportunities, costs, and risks of operations

3 Discuss beyond the numbers and terminology to the general principles at work

4 Apply the skills and concepts learned to realistic business scenarios

MT220 - International Management

Overview

Subject code
MT

Course Number
220

Course Long Title
International Management

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Recognize globalization as an underlying theme of international management

2 Express a comprehensive view of globalization

3 Evaluate understanding and managing change

4 Demonstrate a view of markets the way managers do as geographic entities

5 Discover looking at industries and competitors from a global perspective

6 Apply implementation of strategies in multidisciplinary ways

7 Explain how world business topics relate to broader themes

MT222 - Principles of Marketing

Overview

Subject code
MT

Course Number
222

Course Long Title
Principles of Marketing

Credits
3

Course Description
This course offers an introduction to the marketing system in business including price and product management, promotion, and distribution. The use of advertising, planning, personal selling, and market research will be explored.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Describe how the process of strategic planning in sustaining long term profitability and growth impacts the marketing process

2 Describe how the world of marketing relates to ethics and social responsibility

3 Explore consumer behavior and factors that influence purchase decisions and product use

4 Describe various markets and market opportunities

5 Describe product concepts

6 Explore developing products, managing products and managing services

7 Describe the relationship of supply chain management, marketing channels, retailing, and how they relate to the distribution decision making process

8 Explore and understand promotion and communication strategies

9 Identify pricing concepts

MT223 - Consumer Behavior

Overview

Subject code
MT

Course Number
223

Course Long Title
Consumer Behavior

Credits
3

Course Description
This course provides a comprehensive overview of current thinking on consumer behavior.This course will cover the broad areas of assessing the context of consumer behavior, the pyshcological and sociological issues related to the field,while offering a critique of each sub-topic to give a wide ranging view of the subject. Practical application of the theories is conducted via case study analysis.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Understand the nature and operations of consumer behavior

2 Evaluate opportunities, costs, and risks of consumer behavior

3 Discuss beyond the numbers and terminology to the general principles at work

4 Apply the skills and concepts learned to realistic business scenarios

MT230 - Quantitat. Methods/Mgmt

Overview

Subject code
MT

Course Number
230

Course Long Title
Quantitat. Methods/Mgmt

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 To acquire knowledge about the various topics related to quantitative methods for management

2 To be able to discuss various applications of the aforementioned knowledge base among those involved in the course

3 To demonstrate via examination the acquisition and comprehension of the aforementioned knowledge base material

4 To gain a comprehensive understanding of the course material and apply it in a meaningful way that relates the topics from the course to a real world problem

MT235 - Software App. for Business

Overview

Subject code
MT

Course Number
235

Course Long Title
Software App. for Business

Credits
3

Course Description
This course will center on the analysis, communication, and daily management of business applications via the computer spreadsheet and database software that have become essential to the modern enterprise. To this end, students will learn to solve complex quantitative and data intensive problem sets by applying logical thought processes to the vast tools offered via Microsoft Excel and Access, respectively. Additional focus will be devoted to the import/export and linking of files between these programs, integration with the word processor (namely, MS Word), and conversion to files that may be posted externally for intranet and/or internet access.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Manipulate quantitative data and numbers and lists as well as tables in Microsoft Excel

2 Export data from Web based integration

MT237 - Intro. to Business Analytics

Overview

Subject code
MT

Course Number
237

Course Long Title
Intro. to Business Analytics

Credits
3

Course Description
This course focuses on the theories and techniques from many areas of data sciences, including but not limited to, statistics and data mining. The course provides an overview of fundamental principles about how data science can provide solutions to business problems, techniques for extracting meaning from data, and general approaches of data analytical thinking. Prerequisite: MA 210 or MT 230

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MA210 - Statistics
- MT230 - Quantitat. Methods/Mgmt

Learning Outcomes

Learning Objectives

1 Understand how data analysis fits in an organizationand how you can use it for competitive advantage

2 Treat data as a business asset that requires careful investment if youre to gain real value

3 Approach business problems data analytically, using the data analysis process to gather good data in the most appropriate way

4 Learn general concepts for extracting knowledge from data

5 Apply data science principles in realistic business scenarios

MT251 - Management Information Systems

Overview

Subject code
MT

Course Number
251

Course Long Title
Management Information Systems

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 To understand how management information systems fit in an organizationand how you can use them for competitive advantage

2 Treat information as a business asset that requires careful investment if youre to gain real value

3 Approach business problems systematically, using management systems to gather good information in the most appropriate way

MT301 - General Principles of Financial Planning

Overview

Subject code
MT

Course Number
301

Course Long Title
General Principles of Financial Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. NOTE: This course is not delivered with Moodle and students are required to use the Brightspace Learning Management System.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

2 Understand the practice and profession of the financial planner

3 Understand the time value of money concept and calculate values based on those concepts

4 Understand and explain basic economic concepts that impact personal finances

5 Understand differences in client attitudes, values and behaviors related to personal financial goals

6 Understand cash flow and financing strategies related to personal financial planning

MT302 - Risk Management & Insurance Planning

Overview

Subject code
MT

Course Number
302

Course Long Title
Risk Management & Insurance Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Explain general concepts of risk management and assessment

2 Understand the concepts and uses of each principle personal line of insurance coverage

3 Understand the general concepts and uses of business insurance

4 Understand and calculate an individuals or familys insurance needs

5 Understand how to select the appropriate insurance policy and company for a client

MT303 - Investment Planning

Overview

Subject code
MT

Course Number
303

Course Long Title
Investment Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Gather and assess client data, client goals and client values

2 Apply risk analysis procedures to assess risk and to conduct risk management

3 Develop an investment plan based on theories of investment and asset allocation strategies

4 Evaluate stocks and bonds using quantitative investment concepts and asset pricing models

5 Apply tax planning and estate planning concepts

MT304 - Tax Planning

Overview

Subject code
MT

Course Number
304

Course Long Title
Tax Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful taxminimizing tactics and strategies.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Understand the general principles income taxation

2 Understand concepts used to do income tax calculations including Alternative Minimum Tax, self-employment taxes and Passive activities and charitable contributions

3 Understand the tax consequences of property and investment transactions including basis consideration, Cost recovery, sales and Like-Kind Exchanges

4 Understand the tac characteristics of various entities and their relationship to individuals

5 Understand the income taxation of trusts and estates

6 Understand tax compliance and management

MT305 - Retirment Savings&Income Plan

Overview

Subject code
MT

Course Number
305

Course Long Title
Retirment Savings&Income Plan

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Understand various individual, employee, and self-employed plans, including the flexibility and limitations of each

2 Understand a client's retirement goals and objectives, and the various strategies for financing retirement to meet these goals

3 Understand the importance of retirement planning during the pre-retirement accumulation phase and the post-retirement asset-drawdown phase

4 Explain important provisions of Social Security and Medicare coverage

5 Incorporate employee benefits into financial planning recommendations

6 Understand the potential tax implications of different employee benefit programs

7 Determine legal and tax requirements for a retirement plan to be considered qualified for income tax purposes; understand the parameters necessary for the plan to maintain the qualified tax status

8 Determine mandatory withdrawals from specific accounts

9 Explain types of defined contribution and defined benefit qualified retirement plans

10 Compare employer-sponsored and personal savings plans used in the retirement planning process

11 Understand the flexibility and limitations of different plans in the event the client dies

MT306 - Estate Planning

Overview

Subject code
MT

Course Number
306

Course Long Title
Estate Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The nontax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Explain general concepts of estate planning and related critical documents

2 Understand property titling and transfers strategies

3 Understand property and business interest transfers via gifting and/or estate transfers

4 Understand taxation of estates and trusts

5 Understand the non-tax aspects of probate and postmortem planning issues

6 Understand estate issues for non-traditional relationships

MT307 - Capstone Financial Planning

Overview

Subject code
MT

Course Number
307

Course Long Title
Capstone Financial Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course integrates financial planning topics learned in the previous courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives. NOTE: This course is not delivered with Moodle and students are required to use the Brightspace Learning Management System.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Explain general concepts of financial planning

2 Understand the practice and profession of the financial planner

3 Understand the time value of money concept and calculate values based on those concepts

4 Understand and explain basic economic concepts that impact personal finances

5 Understand differences in client attitudes, values and behaviors related to personal financial goals

6 Understand cash flow and financing strategies related to personal financial planning

MT311 - Gen.Prin.Financial Planning Cert.

Overview

Subject code
MT

Course Number
311

Course Long Title
Gen.Prin.Financial Planning Cert.

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. NOTE: This course is not delivered with Moodle and students are required to use the Brightspace Learning Management System.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Explain general concepts of financial planning

2 Understand the practice and profession of the financial planner

3 Understand the time value of money concept and calculate values based on those concepts

4 Understand and explain basic economic concepts that impact personal finances

5 Understand differences in client attitudes, values and behaviors related to personal financial goals

6 Understand cash flow and financing strategies related to personal financial planning

MT312 - Risk Mgmt.&Ins.Planning Cert.

Overview

Subject code
MT

Course Number
312

Course Long Title
Risk Mgmt.&Ins.Planning Cert.

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Explain general concepts of risk management and assessment

2 Understand the concepts and uses of each principle personal line of insurance coverage

3 Understand the general concepts and uses of business insurance

4 Understand and calculate an individuals or familys insurance needs

5 Understand how to select the appropriate insurance policy and company for a client

MT313 - Investment Planning

Overview

Subject code
MT

Course Number
313

Course Long Title
Investment Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Gather and assess client data, client goals and client values

2 Apply risk analysis procedures to assess risk and to conduct risk management

3 Develop an investment plan based on theories of investment and asset allocation strategies

4 Evaluate stocks and bonds using quantitative investment concepts and asset pricing models

5 Apply tax planning and estate planning concepts

MT314 - Tax Planning

Overview

Subject code
MT

Course Number
314

Course Long Title
Tax Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful taxminimizing tactics and strategies.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Understand the general principles income taxation

2 Understand concepts used to do income tax calculations including Alternative Minimum Tax, self-employment taxes and Passive activities and charitable contributions

3 Understand the tax consequences of property and investment transactions including basis consideration, Cost recovery, sales and Like-Kind Exchanges

4 Understand the tac characteristics of various entities and their relationship to individuals

5 Understand the income taxation of trusts and estates

6 Understand tax compliance and management

MT315 - Retirment Savings&Income Plan

Overview

Subject code
MT

Course Number
315

Course Long Title
Retirment Savings&Income Plan

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Understand various individual, employee, and self-employed plans, including the flexibility and limitations of each

2 Understand a client's retirement goals and objectives, and the various strategies for financing retirement to meet these goals

3 Understand the importance of retirement planning during the pre-retirement accumulation phase and the post-retirement asset-drawdown phase

4 Explain important provisions of Social Security and Medicare coverage

5 Incorporate employee benefits into financial planning recommendations

6 Understand the potential tax implications of different employee benefit programs

7 Determine legal and tax requirements for a retirement plan to be considered qualified for income tax purposes; understand the parameters necessary for the plan to maintain the qualified tax status

8 Determine mandatory withdrawals from specific accounts

9 Explain types of defined contribution and defined benefit qualified retirement plans

10 Compare employer-sponsored and personal savings plans used in the retirement planning process

11 Understand the flexibility and limitations of different plans in the event the client dies

MT316 - Estate Planning

Overview

Subject code
MT

Course Number
316

Course Long Title
Estate Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The nontax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Explain general concepts of estate planning and related critical documents

2 Understand property titling and transfers strategies

3 Understand property and business interest transfers via gifting and/or estate transfers

4 Understand taxation of estates and trusts

5 Understand the non-tax aspects of probate and postmortem planning issues

6 Understand estate issues for non-traditional relationships

MT317 - Capstone Financial Planning

Overview

Subject code
MT

Course Number
317

Course Long Title
Capstone Financial Planning

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course integrates financial planning topics learned in the previous courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives. NOTE: This course is not delivered with Moodle and students are required to use the Brightspace Learning Management System.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Explain general concepts of financial planning

2 Understand the practice and profession of the financial planner

3 Understand the time value of money concept and calculate values based on those concepts

4 Understand and explain basic economic concepts that impact personal finances

5 Understand differences in client attitudes, values and behaviors related to personal financial goals

6 Understand cash flow and financing strategies related to personal financial planning

MT322 - Marketing Principles

Overview

Subject code
MT

Course Number
322

Course Long Title
Marketing Principles

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

MT322A - Marketing Principles

Overview

Subject code
MT

Course Number
322A

Course Long Title
Marketing Principles

Credits
4

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

MT330 - Business Law & Ethics

Overview

Subject code
MT

Course Number
330

Course Long Title
Business Law & Ethics

Credits
3

Course Description
This course presents key business law topics for legal and ethical decision making within the context of a business. Relevant statutes as well as landmark court decisions are examined. The perspective of ethical decision-making notwithstanding legality is emphasized throughout. Pre-requisite MT 203

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Recognize the foundational aspects of the laws that govern business activities (Blooms Knowledge)

2 Identify legal & ethical issues and potential legal & ethical issues in a business environment (Blooms Comprehension)

3 Examine legal decisions and how they relate to business operations and decision making (Blooms Analysis)

MT340 - Financial Management

Overview

Subject code
MT

Course Number
340

Course Long Title
Financial Management

Credits
3

Course Description
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 and MT 210

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MT209 - Financial Accounting
  AND MT210 - Managerial Accounting

Learning Outcomes

Learning Objectives

1 Understand the nature and operations of financial management

2 Evaluate opportunities, costs, and risks of operations

3 Discuss beyond the numbers and terminology to the general principles at work

4 Apply the skills and concepts learned to realistic business

MT352 - E-Commerce

Overview

Subject code
MT

Course Number
352

Course Long Title
E-Commerce

Credits
3

Course Description
This course is designed to provide students with an understanding of the consequences of the introduction of the internet, Web, and social media in the way business is conducted using a project-based approach. The E-commerce world is viewed primarily from the perspective of business management in which managerial issues related to the information infrastructure requirements are addressed. Students will learn about new forms of business practices in business-to-business, consumer-to-business, and intra-organizational transactions. Specifically, the areas of electronic shopping, publishing, distribution, and collaboration will be explored. An examination of implications and issues resulting from E-commerce include: security, authentication, privacy, data encryption, intellectual property rights, as well as freedom of expression using electronic media, fair use policies, and legal liabilities.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 To understand how electronic commerce fits in an organizationand how it can be used for competitive advantage

2 Treat various business modalities as an asset that requires careful investment if you are to gain real value

3 Approach business problems systematically, using e commerce in the most appropriate way

MT361 - Not-for-Profit Accounting

Overview

Subject code
MT

Course Number
361

Course Long Title
Not-for-Profit Accounting

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

MT375 - Data Analytic Methods

Overview

Subject code
MT

Course Number
375

Course Long Title
Data Analytic Methods

Credits
3

Course Description
Data analytics is the science of examining raw data with the purpose of drawing conclusions about that data. Data analytics is used in many industries to allow companies and organizations to make better business decisions and in the sciences to verify or disprove existing models or theories. Data analytics focuses on inference, the process of deriving a conclusion based solely on what is already known by the researcher. This course will introduce students to a variety of methodologies used in data analytics. Tools such as Python, R, and Google BigQuery will support hands-on analytics exercises throughout the course. Prerequisites: MT 237 and MT 235 and MT 251

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MT235 - Software App. for Business
- MT237 - Intro. to Business Analytics
- MT251 - Management Information Systems

Learning Outcomes

Learning Objectives

1 Understand how data science methods are used in an organizationand how you can use it for competitive advantage

2 Treat data as a business asset that requires careful investment if youre to gain real value

3 Approach business problems data analytically, using the data mining process to gather good data in the most appropriate way

4 Learn general concepts for getting meaningful information from data

5 Apply data analysis methods in realistic business scenarios

MT376 - Data Mining

Overview

Subject code
MT

Course Number
376

Course Long Title
Data Mining

Credits
3

Course Description
This course will provide a foundation to understand data mining methods and data visualization techniques by examining how these technologies provide useful knowledge that supports critical business decisions. This course will introduce fundamental data mining techniques and have students experiment with data mining applications. In addition, the course will demonstrate techniques of data visualization to allow decision makers to quickly access large data repositories and make clear decisions based on integrated information structures. Prerequisite: MT 237 and MT 235 and MT 252

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MT235 - Software App. for Business
- MT237 - Intro. to Business Analytics
- MT251 - Management Information Systems

Learning Outcomes

Learning Objectives

1 Demonstrate understanding of how data mining can be done in an organizationand how you can use it for competitive advantage

2 Utilize untapped data as a business asset that requires careful investment if youre to gain real value

3 Analyze business problems data analytically, using the data mining process to gather good data in the most appropriate way

4 Explain general concepts for extracting knowledge from existing data repositories

5 Apply data mining methods in realistic business scenarios

MT401 - Business Strat I:theories & Concepts

Overview

Subject code
MT

Course Number
401

Course Long Title
Business Strat I:theories & Concepts

Credits
3

Course Description
This professional seminar involves students in discussion, evaluation and analysis of management and organizational issues. As work and managing organizations become more complex, students experience and test theory on cases and exercises. Students lead and facilitate seminar meetings using readings/cases and drawing on classical and contemporary theories of management.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 To understand how strategic business issues impact an organizationand how you can use them for competitive advantage

2 Discuss how various business environments present both challenges and opportunities for the firm

3 Develop presentation skills demonstrating mastery of a contemporary business strategy issue

MT402 - Business Strat II:App.

Overview

Subject code
MT

Course Number
402

Course Long Title
Business Strat II:App.

Credits
3

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

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Recognize the various components required to start a cross border expansion

2 Express a comprehensive view of an international expansion

3 Evaluate real world aspects of planning a new expansion

4 Demonstrate a view of markets the way managers do

5 Discover looking at industries and competitors from a global perspective

MT402C - Capstone

- Apply implementation strategies in multidisciplinary ways

Overview

Subject code
MT

Course Number
402C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

MT405 - Forecasting & Logistics

Overview

Subject code
MT

Course Number
405

Course Long Title
Forecasting & Logistics

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides a broad overview of the planning and execution of customer demand, in two parts: forecasting (planning to match supply and demand) and logistics (transportation, warehousing, and inventory management). Regarding forecasting, students will learn to analyze demand data, construct different forecasting techniques, and choose the most suitable one for projecting future demand. Regarding logistics, students will learn how to discern among different modes of transportation; to design and set up a warehousing facility; and to develop networks that minimize costs and deliver top customer service.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Develop and apply supply chain skills by learning from industry professionals

2 Design supply chain systems using the most up to date, fundamental approaches to forecasting

3 Evaluate the use of specific modes of transportation based on the lifecycle of specific products

4 Analyze opportunities to adjust logistics schedules to reduce costs and prevent stock outs

5 Forecast product demand using industry best practices for predictive analysis

6 Design a product specific logistics network to meet changes in product demand

7 Measure effectiveness of the system and revise management strategy to achieve system level goals

8 Develop a periodic product delivery schedule based on a data informed forecast

MT414A - Regis-Global Program

Overview

Subject code
MT

Course Number
414A

Course Long Title
Regis-Global Program

Credits
3

Course Description
This course is designed to advance students' understanding of, and appreciation for, differences in global cultures, mores, communication styles, and professional practice. This academic experience utilizes real and/or virtual exchange and collaboration with international students and faculty and an emphasis on active, reflective learning to facilitate mutual knowledge-sharing and respect.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Identify areas of cultural difference relevant to international business practice

2 Apply active listening and engagement techniques to ensure cross cultural understanding

3 Develop strategies for tailoring messaging to global audiences

MT415 - Sourcing & Operations

Overview

Subject code
MT

Course Number
415

Course Long Title
Sourcing & Operations

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course provides an overview of sourcing and operations. Students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs. buy decisions, and supplier relationships. Students will also learn both the Lean Inventory methodology and the Six Sigma methodology to allow them to improve supply chain operations.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Identify sourcing solutions by conducting supply side and demand side forecasts

2 Develop sourcing strategies to optimize productive efficiencies using industry best practices

3 Develop sustainable, cost effective sourcing strategy using end to end thinking

4 Analyze operational cost efficiency and sustainability by applying lean thinking

5 Create quality and innovation based guidelines for strategic sourcing

6 Determine economic order quantity by calculating lead time demand

7 Evaluate the uncertainty of demand and logistical risk for safety stock

8 Conduct a risk assessment on sourcing and operations to avoid supply chain failures

9 Evaluate the costs and benefits of insourcing versus outsourcing to achieve systematic goals using Six Sigma tools and techniques

MT417 - E-mail Marketing

Overview

Subject code
MT

Course Number
417

Course Long Title
E-mail Marketing

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

This course will teach students how to craft successful email marketing campaigns when targeting business or individual customers. Students will also learn how to use email campaigns for customer engagement and activation. Students will learn how to write emails that drive customers to take desired actions, and how to structure email campaigns for maximum effect. This course will ask students to build their own marketing campaigns to advertise an imaginary product, and to evaluate and improve existing email campaigns.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Evaluate the role of email marketing within the broader digital marketing landscape and strategically employ email to achieve marketing goals

2 Design high quality marketing emails that align with best practices, engaging target audiences and driving desired actions

3 Generate distribution lists for strategic email marketing campaigns using internet search and other marketing tools

4 Create compelling subject lines and messages to convert both business and individual consumers in email marketing campaigns

5 Establish short and long term goals for email marketing campaigns with KPIs to measure achievement

6 Create marketing plans and adjust strategy through the duration of a campaign

7 Revise and improve targeted campaigns to optimize performance and contribute to organizational marketing goals

8 Plan to automate emails using industry standard marketing tools

MT418 - Search Engine Optimiz. & Mktg

Overview

Subject code
MT

Course Number
418

Course Long Title
Search Engine Optimiz. & Mktg

Credits
3

Course Description
This online course is offered in partnership with the LCMC and Rize Education. The course has live sessions, but it may have a different start date than other Regis courses.

How do users find what they are looking for on the Internet? Chances are they turn to Google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure users see them first every time users turn to a search engine. By the end of this course, students will learn how to optimize a website so that it shows up first on a search and how to build search ads that will drive customers to a firm's website.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

Course Type
Rize

Learning Outcomes

Learning Objectives

1 Detect problems with marketing websites that negatively influence conversion

2 Design user experiences to improve conversion using best practices for search engine optimization and search engine marketing

3 Create a joint SEO and SEM campaign for a business, strategizing how to increase traffic using industry best practices

4 Describe user experiences on marketing websites using technical terminology from the field of digital marketing

5 Evaluate the causes of poor conversion on marketing websites by conducting root cause analysis

6 Detail traffic and visibility patterns on marketing websites by creating on page audits to problems

7 Characterize user experiences from the perspective of various consumers to guide marketing strategies

8 Identify opportunities to improve conversion rates on specific marketing sites by taking on the perspective of users

9 Improve conversion rates using a combination of on page and off page optimizations strategies

10 Identify opportunities to improve SEO strategy by analyzing brand performance over time

11 Formulate hypotheses for search engine strategy to improve site performance through A/B testing

12 Determine the most appropriate key performance indicators (KPI) to assess the efficacy of search engine optimization and search engine strategy

MT420 - Marketing Strategy

Overview

Subject code
MT

Course Number
420

Course Long Title
Marketing Strategy

Credits
3

Course Description
Marketing Strategy, the capstone course for the Marketing & Communication program,develops studnets' in-depth knowledge of stategic concepts in the field, including market research, branding & positioning,differentiation, competitor analysis,product developemnt,supply chain management and customer relationhsip management. To gain expertise in the applicaiton of these concepts to business management,students will conduct extensive reasearch on and create a comprehensive marketing plan and strategy for,a local business or organization.

Academic Level
Undergraduate

School
Marshall M. Sloane School of Business and Communication

MT510 - Financial Accounting

Overview

Subject code
MT

Course Number
510

Course Long Title
Financial Accounting

Credits
3

Course Description
This course provides a broad introduction to the principles and practices of financial reporting, especially with regard to the foundational financial documents: the income statement, balance sheet, and statement of cash flows. The course also covers the Generally Accepted Accounting Principles (GAAP), as the basis for the preparation of financial statements and disclosures.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Apply Generally Accepted Accounting Principles (GAAP) and concepts to analyze and record business transactions

2 Select the appropriate accounting method that should be used under various scenarios and distinguish between accrual and cash based accounting

3 Apply and evaluate ethical business decisions, including internal controls

4 Construct, analyze and communicate information from financial statements

5 Compare and contrast U S GAAP and IFRS

MT515 - Managerial Accounting

Overview

Subject code
MT

Course Number
515

Course Long Title
Managerial Accounting

Credits
3

Course Description
This course covers the fundamental concepts in managerial and cost accounting. Specific areas to be explored in this course include operational budgeting, financial performance metrics, productivity analysis, cost accumulation, and financial controls. The course focuses on the vital role that managerial accountants play in guiding strategic decision-making in organizations.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MT520 - Financial Decision-Making

Overview

Subject code
MT

Course Number
520

Course Long Title
Financial Decision-Making

Credits
3

Course Description
Financial Decision-Making emphasizes the importance of collecting, analyzing, and utilizing financial data in making business decisions. Specific topics will include performance measurement and metrics, forecasting, and budgeting. Students will be exposed to accounting, financial, and business process software applications.
Prerequisite: MT 510

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MT510 - Financial Accounting

MT540 - Financial Statement Analysis

Overview

Subject code
MT

Course Number
540

Course Long Title
Financial Statement Analysis

Credits
3

Course Description
This course explores the significance of, and procedures for, effective financial statement analysis. Working from established rules and regulations for the accounting and finance fields, especially Generally Accepted Accounting Principles (GAAP), students will learn to utilize the principal financial statements to develop a deeper understanding of organizational performance. Prerequisite: MT 520.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MT520 - Financial Decision-Making

Learning Outcomes

Learning Objectives

1 Describe and apply the basic techniques of financial statement analysis

2 Develop, defend and critique a written analysis of a publicly traded corporation using accounting and finance techniques and strategic changes of the corporation

3 Review, interpret and explain the organization and disclosure of information reported in 10K filings and the notes to the financial statements

4 Calculate and interpret financial ratios, including how to use ratios to compare firms and evaluate changes over time

5 Describe and quantify company valuations based on cash flows, operating income, and market based valuation models

MT545 - Intro. to Product Mgmt.

Overview

Subject code
MT

Course Number
545

Course Long Title
Intro. to Product Mgmt.

Credits
3

Course Description
This course provides a foundational understanding of the product management role and the scope of responsibility for the product manager. The course will explore PM processes, strategies, and tools, with an emphasis on business-focused decision-making within the Five Product Movement model.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Describe the functional areas of product management

2 Differentiate between the elements of the five product movement model versus those same areas in a business management context

3 Survey key aspects related to product management beyond the five product movement model

MT550 - Product Mgmt. Methodologies

Overview

Subject code
MT

Course Number
550

Course Long Title
Product Mgmt. Methodologies

Credits
3

Course Description
This course explores various approaches to product management for products, services, and experiences, including Lean, Agile, Scrum, Waterfall, Iterative, and Kanban methods. Students will gain a more comprehensive understanding of the Product Management process and will construct a Product Lifecycle Flow for an existing or proposed product.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Analyze the contextual effectiveness of the principal methodologies used in Product Management

2 Create a complete Product Management Lifecycle workflow for an existing or theoretical product

3 Evaluate product decisions through a strategic lens at the organizational level

MT604 - HumBehavior/Organizations

Overview

Subject code
MT

Course Number
604

Course Long Title
HumBehavior/Organizations

Credits
3

Course Description
Human Behavior in Organizations places emphasis on individual, interpersonal, group and organizational concepts as applied to a variety of specific cases and situations. These situations involve the management of human resources and issues involving leadership behavior in health care and related organizations. Students learn to integrate their insights into critical incidents by collecting data, diagnosing and developing a prescription for action. Health care organizations are contrasted with other non-profit and private sector settings.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Demonstrate a conceptual understanding of the substantive models, theories and research findings in organizational behavior which relate to modern organizational functioning

2 Critically evaluate current research findings and methodologies related to individual and group behavior

3 Apply various models and theories to systematically understand, assess and improve individual and group behavior in workplaces

4 Demonstrate self awareness and critical awareness of the importance of interpersonal, communication, and decision making skills for effective individual, group and organizational performance

MT608 - Management Information Systems

Overview

Subject code
MT

Course Number
608

Course Long Title
Management Information Systems

Credits
3

Course Description
Presents fundamental concepts of managing information technology effectively. The course examines how information technology, artificial intelligence, and data-driven technologies support operations management, strategic decision-making, and organizational control, emphasizing leadership skills in integrating intelligent information systems for planning, evaluation, and innovation.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Demonstrate understanding of how information systems can be used in an organizationand how you can use it for competitive advantage

2 Understand the use of information systems as a business asset that requires careful investment if you are to gain real value

3 Explain general concepts for information systems managers

MT611 - Leadership Systems/Strategies

Overview

Subject code
MT

Course Number
611

Course Long Title
Leadership Systems/Strategies

Credits
3

Course Description
This course will utilize leadership and systems frameworks in order to diagnose, define, and prescribe solutions to complex organizational issues. To demonstrate a leader's challenge in bringing about continuous change, students will develop a change project based on an actual organizational situation.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Demonstrate understanding of how leadership systems can be used in an organizationand how you can use it for competitive advantage

2 Understand the use of leadership systems as a business asset that requires careful investment if you are to gain real value

3 Explain general concepts for leadership theories used by managers

MT612 - Ethical Practices

Overview

Subject code
MT

Course Number
612

Course Long Title
Ethical Practices

Credits
3

Course Description
This course examines the values, norms, and ethical practices of leaders in a variety of organizations. A continuum of ethical thought and practice is assessed relative to the impact on the organization and its immediate environment. Participants consider ethical frameworks in establishing a decision-making process.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Compile various ideas discussed in The Corporation documentary, Maxwells readings, and other sources that were identified and applied in the weekly discussion and propose an alternative solutions

2 Make and defend judgments based on the standards for ethical conduct

3 Recall content from the weekly viewing of The Corporation documentary that may imply a particular unethical action

4 Apply knowledge from the weekly readings and other sources that will provide recommendations to rectify the unethical actions

MT614 - Financial Accounting

Overview

Subject code
MT

Course Number
614

Course Long Title
Financial Accounting

Credits
3

Course Description
This course develops an understanding of financial statements, including income statements, cash flow, balance sheets, and financial statement analysis, through examination of accounting principles, procedures, and current business practices. Some computer applications with spreadsheets will apply.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MT614A - Financial Accounting

Overview

Subject code
MT

Course Number
614A

Course Long Title
Financial Accounting

Credits
3

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MT615 - Financial Accounting

Overview

Subject code
MT

Course Number
615

Course Long Title
Financial Accounting

Credits
3

Course Description
This course develops an understanding of financial statements, including income statements, cash flow, balance sheets, and financial statement analysis, through examination of accounting principles, procedures, and current business practices. Some computer applications with spreadsheets will apply.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MT616 - Managerial Accounting

Overview

Subject code
MT

Course Number
616

Course Long Title
Managerial Accounting

Credits
3

Course Description
This course is designed to enhance the participant?s ability to interpret and use accounting data for internal reporting, for short-term planning and decision making, and for control of business activities. Through understanding of internal reporting steps, participants reports. (Includes the structure of financial statements, accounting terminology, and overview of generally accepted accounting principles.) This course illustrates potential uses and misuses of accounting data in making resource allocations and social policy decisions. Prerequisite: MT 614.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MT621 - Marketing Strategies

Overview

Subject code
MT

Course Number
621

Course Long Title
Marketing Strategies

Credits
3

Course Description
Provides detailed perspective of marketing as a system, including environmental scanning, marketing management, marketing research, and customer relations. This course integrates basic marketing practices with current strategic management thought.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Recognize the foundational aspects of marketing that inform business activities (Blooms Knowledge)

2 Identify consumer issues in a business environment (Blooms Comprehension)

3 Examine strategic marketing options and how they relate to business operations and decision making (Blooms Analysis)

MT624 - Statistics

Overview

Subject code
MT

Course Number
624

Course Long Title
Statistics

Credits
3

Course Description
This course introduces some of the tools that enable managers to analyze information, including ways to collect, summarize, and analyze data. Topics include probability, measures of central tendency and dispersions, discrete and continuous distributions and sampling techniques. The course involves use of the computers via statistical package.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MT660 - Data Analysis & Decision Making

Overview

Subject code
MT

Course Number
660

Course Long Title
Data Analysis & Decision Making

Credits
3

Course Description
Information is crucial to the role of the product manager. Collecting, mining, and analyzing data, from historical production costs to web analytics, from sales figures to customer retention rates, is central to effective product management. This course will cover essential techniques and software for managing data and explore the ways in which we can make sense of data and apply insights to practice, and discuss the ethical implications of data collection and analysis

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

Learning Outcomes

Learning Objectives

1 Describe product performance using data tools

2 Apply data analytics methods to inform product management decisions

3 Evaluate product decisions through a data lens at the organizational level

MT661 - Business Comm. for Managers

Overview

Subject code
MT

Course Number
661

Course Long Title
Business Comm. for Managers

Course Description
A manager must direct operations across multiple functional areas, at varying levels of the organization. The ability to communicate clearly and effectively with multiple stakeholders is key to success in this field. This course will develop students' understanding of the foundations of effective professional communication to diverse audiences through readings, discussion, and oral and written work.Pre-req MT545

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MT662 - Product Dev.& Production

Overview

Subject code
MT

Course Number
662

Course Long Title
Product Dev.& Production

Credits
3

Course Description
This course is centered on the vital "middle" stages of the product management lifecycle, the Development and Operations stages. This course will examine various approaches to product development and survey the production process from procurement through delivery.

Academic Level
Graduate

School
Marshall M. Sloane School of Business and Communication

MU103 - Understand & Create Music I

Overview

Subject code
MU

Course Number
103

Course Long Title
Understand & Create Music I

Credits
3

Course Description
Understanding and Creating Music I explores music theory - how music functions - with an eye toward composing. Students will learn to recognize and create music with intervals, scales, chords, harmonic progressions, rhythms, and other musical materials. The course will teach students to read music visually and to identify music aurally. Throughout the course, students will put their new skills to work in composing their own music.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU104 - Understand & Create Music II

Overview

Subject code
MU

Course Number
104

Course Long Title
Understand & Create Music II

Credits
3

Course Description
Understanding and Creating Music II explores music theory-how music functions-with an eye toward composing. Students will learn to recognize and create music with extended formal structure, diatonic harmonies, and cadences. The course will teach students to read more complicated music visually and to identify more complex music aurally. Throughout the course, students will put their new skills to work in composing their own music.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU208 - History of Rock and Roll

Overview

Subject code
MU

Course Number
208

Course Long Title
History of Rock and Roll

Credits
3

Course Description
This course will use e-resources, including the required text, to explore what has become a major component of pop culture. With the support of YouTube to hear archival recordings and the Rock and Rock Hall of Fame website among other resources, students will gain perspectives on the evolution of rock and roll music and its correlation to societal, cultural, and political shifts in the American landscape.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU209 - Class Piano I

Overview

Subject code
MU

Course Number
209

Course Long Title
Class Piano I

Credits
3

Course Description
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 will play familiar tunes with two hands by the semester's end.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU210 - Class Piano II

Overview

Subject code
MU

Course Number
210

Course Long Title
Class Piano II

Credits
3

Course Description
In Piano II, a sequel to Piano I, students advance to playing chord accompaniments and analyzing styles, including blues and jazz. Additional software programs give students opportunities to experiment with basic recording and composition of their own music. Enrollment limit: ten. Prerequisite: MU 209 or instructor permission

Academic Level
Undergraduate

School
School of Arts and Sciences

MU215 - Music,Health& Wholeness

Overview

Subject code
MU

Course Number
215

Course Long Title
Music,Health& Wholeness

Credits
3

Course Description
This course is an exploration of the way that listening to and making music affects people physically, psychologically, intellectually, and emotionally. Students in the class will learn from scientific and behavioral studies, music-making experiences inside and outside the classroom, their own experiments, and other research.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU218 - Global Music

Overview

Subject code
MU

Course Number
218

Course Long Title
Global Music

Credits
3

Course Description
Global Music introduces students to the music of the world's cultures. Students will explore the field of ethnomusicology, and learn about various styles of music by listening to, reading about, and performing them. In each culture, music is studied in its cultural context, relating it to religion, gender, ritual, theater, work, and daily life. There will be many opportunities for hands-on music-making. Students do not need to be able to read music or play an instrument to take this class

Academic Level
Undergraduate

School
School of Arts and Sciences

MU300 - Instrumental Music Ensemble

Overview

Subject code
MU

Course Number
300

Course Long Title
Instrumental Music Ensemble

Credits
1

Course Description
This course provides the unique opportunity for both experienced and aspiring musicians and vocalists who wish to develop their performing skills and music knowledge on an academic as well as an experiential level. In addition to their exposure to the aesthetics of music and musical interpretation, students will learn music theory and mechanics at a level appropriate to their musical experience and as is necessary to perform the particular performance pieces assigned to them. Because the course is open to musicians and vocalists at any level, including those who are learning for the first time, faculty will work very closely with each student to identify reasonable goals and expectations leading to the most effective individual role in performance participation. After the first class meeting, smaller ensembles will be assembled based on student interest and range of musical experience, and meeting times will be decided as well. The smaller ensembles may include, but are not limited to: rock, jazz, blues, and orchestral. Students are encouraged to use their own instruments; however, Regis has a limited number of instruments available for them to use. Among the potential types of performances expected for students are: campus functions, special performing arts events, open mic nights, Battle of the Regis Bands, and other opportunities which may arise or which might be arranged by students in consultation with the faculty. This course is open to Regis students as well as faculty and staff (either for credit or audit).

Academic Level
Undergraduate

School
School of Arts and Sciences

MU306 - Women and Music

Overview

Subject code
MU

Course Number
306

Course Long Title
Women and Music

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU307 - Symphonic Music

Overview

Subject code
MU

Course Number
307

Course Long Title
Symphonic Music

Credits
4

Course Description
Students will study symphonic literature from the eighteenth century to the present, including works by Haydn, Mozart, Beethoven, the Romantic composers, and twentieth-century figures such as Stravinsky and Carter.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU308 - Musical Theatre

Overview

Subject code
MU

Course Number
308

Course Long Title
Musical Theatre

Credits
3

Course Description
Musical Theater explores the genre of the sung drama, including its history in Europe and the United States, its Western European cultural context, and the techniques involved in its creation and performance. Students will focus on several examples selected from throughout the history of musical theater. The course will culminate in a performance by students of excerpts from selected operas and musicals; depending on the students in the course, excerpts may include solo musical numbers, duets or trios, dramatic monologues, comedic routines, or dance numbers.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU309 - Music at the Movies

Overview

Subject code
MU

Course Number
309

Course Long Title
Music at the Movies

Credits
3

Course Description
Music at the Movies will explore the role that music plays in the film-maker's art. By studying several classic and contemporary films noted for their especially effective soundtracks, students will learn about music's ability to convey character, plot, atmosphere, and meaning in general. They will consider the possible functions of music within a film. Students will also learn about the tools that film composers employ, especially timbre, instrumentation, and orchestration.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU315 - Glee Singers

Overview

Subject code
MU

Course Number
315

Course Long Title
Glee Singers

Credits
1

Course Description
This course provides the foundation for choral singing on an academic as well as an experiential level. In addition to their exposure to the aesthetics of music and musical interpretation, students learn the basic music theory necessary to begin sight-singing as well as the mechanics and proper techniques needed in order to engage the experiences of both singing together as a group and performing publicly on and off campus. The repertoire includes a broad range of musical styles, including classical works, folk songs, spirituals, show tunes, and popular music. Activities include performance for various campus functions, including special liturgies and performing arts events. Prerequisite: A brief audition is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU315A - Music & Culture ThroughTravel

Overview

Subject code
MU

Course Number
315A

Course Long Title
Music & Culture ThroughTravel

Credits
1

Course Description
An intensive experience of performing choral music around the United States and abroad, accompanied by the study of that area's history, culture, language, and musical identity. Prerequisite MU 315

Academic Level
Undergraduate

School
School of Arts and Sciences

MU316 - Glee Singers

Overview

Subject code
MU

Course Number
316

Course Long Title
Glee Singers

Credits
1

Course Description
This course provides the foundation for choral singing on an academic as well as an experiential level. In addition to their exposure to the aesthetics of music and musical interpretation, students learn the basic music theory necessary to begin sight-singing as well as the mechanics and proper techniques needed in order to engage the experiences of both singing together as a group and performing publicly on and off campus. The repertoire includes a broad range of musical styles, including classical works, folk songs, spirituals, show tunes, and popular music. Activities include performance for various campus functions, including special liturgies and performing arts events. Prerequisite: A brief audition is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU320 - Chamber Singers

Overview

Subject code
MU

Course Number
320

Course Long Title
Chamber Singers

Credits
1

Course Description
This course is structured for the more advanced choral singer, providing an academic grounding as well as a variety of experiential opportunities. In addition to their continued development in the aesthetics of music and musical interpretation, students will hone their skills in music theory, mechanics, and techniques, including: sightsinging, tone production, intonation, choral blend, and independence in part-singing. Chamber Singers perform their wide-ranging repertoire both on and off campus, with an emphasis on a cappella styles. They will also learn basic handbell techniques which are incorporated into their production arrangements. Prerequisite: An audition is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU333 - Twentieth Century Music

Overview

Subject code
MU

Course Number
333

Course Long Title
Twentieth Century Music

Credits
3

Course Description
In this course students will explore of some of the main trends and currents in twentieth-century music and the ways they relate to a period characterized by rapidly developing technology. Emphasis will be on the music, the creators of the music, the performance practices, and the concert scene in the cultivated, the vernacular, and the "crossover" styles.

Academic Level
Undergraduate

School
School of Arts and Sciences

MU409 - Indiv.Study in Applied Music

Overview

Subject code
MU

Course Number
409

Course Long Title
Indiv.Study in Applied Music

Credits
1

Course Description
Individualized study in voice or an instrument is designed to give the student an intensive learning experience in building musical skills, techniques, and repertoire. Pedagogy is geared to the instrument being studied and to the experience level of the individual.

Academic Level
Undergraduate

School
School of Arts and Sciences

NEU201 - Intro.to Neuroscience/Lab

Overview

Subject code
NEU

Course Number
201

Course Long Title
Intro.to Neuroscience/Lab

Credits
4

Course Description
The course introduces students to the biological basis of behavior. Lectures focus on basic concepts of neural communication, anatomy, physiology and the relevance of these processes in typical and disordered neurobehavioral states. Students will apply basic neuroscience concepts and methods to lab simulations, experiments, and an outreach project. Three hour lab.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the foundations of Neuroscience and the importance of advocacy within evolutionary and developmental contexts

2 Identify fundamental neuroanatomical and neurophysiology systems

3 Apply insights from neuroscience research to understand sensory and behavioral processes in typical and disease states

4 Apply the scientific method, develop quantitative problem solving skills and use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments

NEU210 - Philosophy of the Mind

Overview

Subject code
NEU

Course Number
210

Course Long Title
Philosophy of the Mind

Credits
3

Course Description
What is "the mind"? Science has shown that the human brain consists of billions of tiny cells. However, is the brain's physiology sufficient to give rise to human thoughts, emotions, behaviors and complex relationships? Is there something "more" to the brain than its physiology and chemical reactions? Can we build a computer to model the mind? We will investigate these questions, and contrast philosophical approaches with the methods employed in neuroscience and empirical psychology.

Academic Level
Undergraduate

School
School of Health Sciences

NEU322 - Sensory Systems and Perception

Overview

Subject code
NEU

Course Number
322

Course Long Title
Sensory Systems and Perception

Credits
3

Course Description
Perception results from a complex series of processes that combine to give rise to our experience and facilitate our reaction to events in the environment. In this course, factors that determine what we perceive are studied, including organization and input from sensory systems and the effects of attention and past experience. Implications for the formation of bias and perceptual development will also be considered. Pre-req NEU 201 or PS 329A

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the processes within the central and peripheral nervous systems that integrate sensory information and build perceptions

2 Apply knowledge of neurobiological and environmental factors, which influence sensory integration and perception, to the understanding of perceptual illusions and bias

3 Effectively communicate scientific findings, concepts and theories, central to sensory systems and perception, in written and oral formats

NEU323 - Learning and Memory

Overview

Subject code
NEU

Course Number
323

Course Long Title
Learning and Memory

Credits
3

Course Description
This course focuses on the neurobiological and behavioral basis of learning and memory. We will explore the molecular and cellular basis of learning in invertebrates and vertebrates from behavioral and neural perspectives. Course content and assignments will help students understand how individual experiences modify the intricate cellular and molecular systems of the brain to shape who we are.Pre-req NEU 201 or PS 329A

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the mechanisms central to the molecular and synaptic basis of memory and the brain systems in which these processes operate

2 Apply knowledge of the biological and behavioral basis of learning and memory to understand memory dysfunction and disease

3 Effectively communicate scientific findings, concepts and theories, central to neural processes of learning and memory, in written and oral formats

NEU324 - Drugs,Brain & Behavior

Overview

Subject code
NEU

Course Number
324

Course Long Title
Drugs,Brain & Behavior

Credits
3

Course Description
This course will focus on the biological mechanisms through which psychoactive drugs produce changes in behavior. We will take an in depth look at commonly abused drugs such as amphetamine and alcohol and discuss current theories of addiction. We will also focus on drugs used to treat psychiatric disorders such as schizophrenia, anxiety, and depression examining the effects of various substances on brain function. Pre-req NEU 201 or PS 329A

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge of the basic methodologies used in Neuropsychopharmacology research

2 Demonstrate knowledge of basic neurochemistry and the functional systems in which neurotransmitters operate

3 Explain basic drug actions and the neural systems in which they operate

4 Describe the social and historical context in which drugs are used and classified

NEU325 - Social Neuroscience

Overview

Subject code
NEU

Course Number
325

Course Long Title
Social Neuroscience

Credits
3

Course Description
This course will review the neurobehavioral systems, processes and theories associated with social dynamics, including, social perception, conformity, persuasion, prejudice, and social cohesion. Course content and assignments will provide insight into the neuroscientific methods for studying complex social processes as they relate to the evolution, maintenance and modification of interpersonal and group relations. Pre-req NEU 201 or PS 329A

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe processes within the central nervous system that integrate social dynamics and cognition

2 Apply knowledge of neurobiological and environmental dynamics to understand social connections and group processes

3 Explain neurobiological processes involved in social deception and social bond formation

4 Effectively communicate scientific findings, concepts and theories, central to social neuroscience, in written and oral format

NEU327 - Molecular Neuropathology

Overview

Subject code
NEU

Course Number
327

Course Long Title
Molecular Neuropathology

Credits
3

Course Description
The molecular and cellular mechanisms that underlie the cause and progression of the major categories of brain disease will be surveyed. Using primary research literature, mechanistic models of select disorders will be critically evaluated. Topics will include the amyloid model of Alzheimer's disease, the catecholamine hypothesis of clinical depression and the possible genetic components of autism spectrum disorders. Will run every 2 years initially. Prerequisites/Corequisites: BI 306 or PS 329A or instructor's permission, if taken for graduate credit, additional work will include a critical review of current literature on a specific disease.Pre-req NEU 201 or PS 329A

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the neurobiological processes involved in neurodegenerative diseases

2 Apply knowledge of cellular and molecular processes to understand disease progression in the central nervous system (CNS)

3 Describe the relationship between CNS molecular neuropathology and behavioral changes across disease progression

4 Effectively communicate scientific findings, concepts and theories, central to molecular neuropathology, in written and oral formats

NEU403 - Neuroscience Research I

Overview

Subject code
NEU

Course Number
403

Course Long Title
Neuroscience Research I

Credits
4

Course Description
This is the first course in a two semester sequence, designed for advanced neuroscience students. This course provides an opportunity for students to gain hands-on research experience in the field of neuroscience (10-12 hours each week on site). The course consists of an individualized research experience and a weekly seminar. Students may fulfill the research requirement through completion of an on-campus or off-campus research experience.Pre req NEU 201, PS 304

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will communicate scientific findings from the literature in oral and written form

2 Students will develop a written Introduction and Methods section related to research site work

3 Students will apply scientific methods (techniques, troubleshooting) in the laboratory and/or professional neuroscientific setting

4 Students will apply ethical research practices in the field of Neuroscience

5 Students will work successfully with others in a professional and classroom setting

NEU404 - Neuroscience Research II

Overview

Subject code
NEU

Course Number
404

Course Long Title
Neuroscience Research II

Credits
4

Course Description
This is the second course in a two semester sequence, designed for advanced neuroscience students. This course provides students with hands-on research experience in the field of neuroscience (12 hours each week on site). The course consists of an individualized research experience and a weekly on campus seminar. Students may fulfill the research requirement through completion of an on-campus or off-campus mentored research project.Pre req NEU 201, NEU 403

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will communicate scientific findings from the literature in oral and written form

2 Students will develop a written Introduction and Methods section related to research site work

3 Students will apply scientific methods (techniques, troubleshooting) in the laboratory and/or professional neuroscientific setting

4 Students will apply ethical research practices in the field of Neuroscience

5 Students will work successfully with others in a professional and classroom setting

NEU404C - Capstone

Overview

Subject code
NEU

Course Number
404C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Pre req NEU 201, NEU 403

Academic Level
Undergraduate

School
School of Health Sciences

NM4XXX - Clinical Internship III

Overview

Subject code
NM

Course Number
4XXX

Course Long Title
Clinical Internship III

Credits
6

Course Description
The purpose of this course is to develop students? clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in- vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student?s learning.

Academic Level
Undergraduate

School
School of Health Sciences

NM350 - Nuclear Medicine Essentials

Overview

Subject code
NM

Course Number
350

Course Long Title
Nuclear Medicine Essentials

Credits
3

Course Description
The course covers a variety of Nuclear Medicine topics as a way to introduce the student to Nuclear Medicine Technology. Topics include patient care, mathematics and statistics review, and computer applications in nuclear medicine. Clinical observations are required and topics of CPR and medical terminology are introduced.

Academic Level
Undergraduate

School
School of Health Sciences

NM399 - Independent Study

Overview

Subject code
NM

Course Number
399

Course Long Title
Independent Study

Course Description
Independent study courses offer students the opportunity to pursue areas of scholarly interest not covered by the regular curriculum. Students are responsible for securing the assistance of a faculty advisor to guide and supervise their work throughout the semester. Students are also responsible for conducting research and completing a final project. Students should contact their school dean if they are interested

Academic Level
Undergraduate

NM401 - NM Procedures&Technology

Overview

Subject code
NM

Course Number
401

Course Long Title
NM Procedures&Technology

Credits
6

Course Description
The purpose of this course is to give students an understanding of nuclear medicine procedures including the appropriate instrumentation and patient care skills are reviewed. Procedures include skeletal system, endocrine system, respiratory system, GI system, GU system, cardiac system, CNS, inflammatory & tumor imaging, & therapeutic studies. Prerequisite: Admission into the Nuclear Medicine Program.

Academic Level
Undergraduate

School
School of Health Sciences

NM406 - Instrumentation I

Overview

Subject code
NM

Course Number
406

Course Long Title
Instrumentation I

Credits
3

Course Description
This course focuses on the principles of both imaging and non-imaging instrumentation. The design, operation, and quality control of gas detectors, scintillation detectors, gamma cameras, solid state detectors, and single photon emission computed tomography (SPECT) are covered. This course also covers counting statistics and the applications of computers in nuclear medicine with the appropriate instrumentation discussions.

Academic Level
Undergraduate

School
School of Health Sciences

NM409 - Rad.Phy.Bio & Protection

Overview

Subject code
NM

Course Number
409

Course Long Title
Rad.Phy.Bio & Protection

Credits
3

Course Description
This course explores principles and methods of radiation safety and protection, radiation and nuclear medicine health physics, and reg ulations pertaining to occupationally and non-occupationally exposed individuals. This course will also overview concepts in radiation biology, including mechanisms of interaction from the subcellular level to the organism, as well as the genetic and somatic effects of ionizing radiation. Risk versus benefit of radiation exposure to patients and occupational workers will be discussed. The emphasis of the course will be an understanding of the theories of radiobiology and how this translates into radiation protection practices

Academic Level
Undergraduate

School
School of Health Sciences

NM410 - Radiopharmacy and Pharmacology

Overview

Subject code
NM

Course Number
410

Course Long Title
Radiopharmacy and Pharmacology

Credits
2

Course Description
Rules and regulations regulating the practice of the radiopharmacy/hot lab are discussed in detail. Radiopharmaceutical preparation, labeling information, methods of localization, record keeping and storage of radioactive materials, quality control, and federal/state regulations are discussed. Generator systems, cyclotrons, and accelerators are covered. Pharmaceuticals used in nuclear medicine as adjunct therapies are covered along with their indications, dosage, and effects. Prerequisites: NM 401, NM 406, and NM 409

Academic Level
Undergraduate

School
School of Health Sciences

NM415 - Nuclear Cardiology

Overview

Subject code
NM

Course Number
415

Course Long Title
Nuclear Cardiology

Credits
3

Course Description
This course focuses on the cardiac system with emphasis on nuclear imaging, quantification, and functional analysis as well as related information regarding cardiology, such as ECG interpretation, cardiac medications, cardiovascular disease and the ischemic cascade. Pharmacologic stress agents will also be discussed.

Academic Level
Undergraduate

School
School of Health Sciences

NM420 - Molecular Imaging

Overview

Subject code
NM

Course Number
420

Course Long Title
Molecular Imaging

Credits
3

Course Description
This course focuses on molecular imaging, including PET, MRI, and CT. The emphasis is on imaging techniques, instrumentation, physics, biodistribution of molecular agents, and the clinical applications of molecular imaging. Prerequisites: NM 401

Academic Level
Undergraduate

School
School of Health Sciences

NM430 - Applied Nuclear Med. Lab I

Overview

Subject code
NM

Course Number
430

Course Long Title
Applied Nuclear Med. Lab I

Credits
1

Course Description
This course integrates common molecular imaging procedures and instrumentation concepts learned as part of other courses offered in the nuclear medicine program. The focus of this course will be applying the knowledge acquired regarding molecular imaging procedures and instrumentation to hands on experience in the medical imaging lab. Topics include common molecular imaging procedures and basic gamma camera operations and instrumentation.

Academic Level
Undergraduate

School
School of Health Sciences

NM431 - Applied Nuclear Med. Lab II

Overview

Subject code
NM

Course Number
431

Course Long Title
Applied Nuclear Med. Lab II

Credits
1

Course Description
This course integrates advanced molecular imaging procedures and instrumentation concepts learned as part of other courses offered in the nuclear medicine program. The focus of this course will be applying the knowledge acquired regarding molecular imaging procedures and instrumentation to hands on experience in the medical imaging lab. Topics include advanced molecular imaging procedures, advanced gamma camera operations and instrumentation, and radiopharmacy concepts.

Academic Level
Undergraduate

School
School of Health Sciences

NM440 - Global Trends in Nuclear Med.

Overview

Subject code
NM

Course Number
440

Course Long Title
Global Trends in Nuclear Med.

Credits
1

Course Description
In this one credit hour course, students will journey to an international location to explore the ways in which nuclear medicine and molecular imaging is performed. Radiopharmaceuticals, procedures and technology not used or performed in the United States will be the focus of this course. Students will have the opportunity to visit hospitals and clinics in other countries and both experience how nuclear medicine is performed, as well as, gain an understanding on how health care in the host country works compared to the United States. Guest lecturers from the visited country will present on various topics, including nuclear medicine procedures, patient care and healthcare policies. The course requires 3 pre-travel planning and study classes to learn about the location

Academic Level
Undergraduate

School
School of Health Sciences

NM450A - Clinical Internship I

Overview

Subject code
NM

Course Number
450A

Course Long Title
Clinical Internship I

Credits
4

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

Academic Level
Undergraduate

School
School of Health Sciences

NM451A - Clinical Internship II

Overview

Subject code
NM

Course Number
451A

Course Long Title
Clinical Internship II

Credits
6

Course Description
The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student's learning.
Prerequisites: NM 450

Academic Level
Undergraduate

School
School of Health Sciences

NM452A - Clinical Internship III

Overview

Subject code
NM

Course Number
452A

Course Long Title
Clinical Internship III

Credits
8

Course Description
The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student's learning.
Prerequisites: NM 451A

Academic Level
Undergraduate

School
School of Health Sciences

NM452AC - Capstone

Overview

Subject code	Course Number	Course Long Title
NM	452AC	Capstone

Course Description

Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Academic Level	School
Undergraduate	School of Health Sciences

NM452B - Clinical Internship III

Overview

Subject code	Course Number	Course Long Title
NM	452B	Clinical Internship III

Course Description

The purpose ofthis course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in- vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student's learning. Pre-reqs NM 401 and NM 406

Academic Level

Undergraduate

NM453 - Clinical Internship IV

Overview

Subject code
NM

Course Number
453

Course Long Title
Clinical Internship IV

Credits
4

Course Description
The purpose of this course is to develop students' clinical skills, under direct and indirect supervision, through observation and participation in nuclear medicine procedures, in-vivo and in-vitro. Rotations include every aspect of nuclear medicine. Rotations occur at a variety of clinical affiliates in order to enhance the student's learning. Prerequisites: NM 460, NM 452

Academic Level
Undergraduate

School
School of Health Sciences

NM460 - Nuclear Medicine Critique

Overview

Subject code
NM

Course Number
460

Course Long Title
Nuclear Medicine Critique

Credits
4

Course Description
This course features advance discussions in nuclear medicine procedures and the related technology. Case studies will be analyzed and discussed in detail. This course is designed to bridge the gap between the introductory discussed. Prerequisites: NM 401,NM 406, NM 415,NM 409, NM 410, NM 420

Academic Level
Undergraduate

School
School of Health Sciences

NM470 - Nuclear Medicine Seminar

Overview

Subject code
NM

Course Number
470

Course Long Title
Nuclear Medicine Seminar

Credits
4

Course Description
This course is a review of the fundamentals of nuclear medicine including patient care, radiation protection and safety, procedures and their applications, quality control, and radiopharmaceuticals. A variety of mock boards, subject area examinations, and comprehensive reviews will take place. Prerequisites: NM 460

Academic Level
Undergraduate

School
School of Health Sciences

NM470C - Capstone

Overview

Subject code
NM

Course Number
470C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Health Sciences

NM995 - Nuclear Med.Tech.Certification

Overview

Subject code
NM

Course Number
995

Course Long Title
Nuclear Med.Tech.Certification

Credits
39

Academic Level
Graduate

School
School of Health Sciences

NU100C - Psych/Mental Health Nurs (eq)

Overview

Subject code
NU

Course Number
100C

Course Long Title
Psych/Mental Health Nurs (eq)

Credits
10

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

Course Type
Hidden Course

NU101D - Fundamentals Nursing Practice

Overview

Subject code
NU

Course Number
101D

Course Long Title
Fundamentals Nursing Practice

Course Description
This first nursing course is health promotion, restoration, and maintenance. The health promotion and maintenance focus address basic need satisfaction, e.g., safety, oxygenation, hygiene, food and fluid, rest, activity, and elimination.? The health restoration focus addresses the nursing actions precipitated by selected adult patients experiencing pain, inflammation, infection, surgery, alterations in oxygenation, and mobility status.? Communication, basic research skills, informatics and technology, a philosophy of caring, and ethical/legal standards of practice are presented as essential to professional role development.The course introduces the student to the major categories of patient needs Safe, Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, and Physiological Integrity.? The concepts of adaptation, nursing process, communication, clinical reasoning, and evidence-based practice are included in the design, along with the Nurse of the Future Concepts, Skills, and ACEN Core Values.The concurrent clinical component of the course provides the students the opportunity to participate in collaboration with the interprofessional team, appreciate the micro/macro system of the care environment, and begin to contribute to quality improvement.Evaluation of course/outcome achievement by the student and faculty provides mutual feedback.? The process of self-evaluation promotes self-understanding and professional development.? Credits: 9 credits course, which consists of 6 credits for classroom and 3 credits for clinical AS Nursing Day Cohort

Academic Level
Undergraduate

NU101DAST - Advance Standing Test NU 101D

Overview

Subject code
NU

Course Number
101DAST

Course Long Title
Advance Standing Test NU 101D

Course Description
This course is for the day cohort that allows students in theAssociate of Science in Nursing Program who are eligible forAdvanced Standing Testing of NU 101, Fundamentals of Nursing Practice to have access to course content for test preparation. Course content covers health promotion, restoration, and maintenance. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to thePre-licensureAssociate of Science in Nursing HandbookAddenda for theAdvanced Standing Testing policy. 9 credits will be awarded for passing the didactic test and clinical skills evaluation. This is an option for Licensed PracticeNurses (LPN)who have been admitted to the Associate of Sciencein Nursing (ASN)Program.

Academic Level
Undergraduate

NU101E - Fundamentals Nursing Practice

Overview

Subject code
NU

Course Number
101E

Course Long Title
Fundamentals Nursing Practice

Course Description
This first nursing course is health promotion, restoration, and maintenance. The health promotion and maintenance focus address basic need satisfaction, e.g., safety, oxygenation, hygiene, food and fluid, rest, activity, and elimination.? The health restoration focus addresses the nursing actions precipitated by selected adult patients experiencing pain, inflammation, infection, surgery, alterations in oxygenation, and mobility status.? Communication, basic research skills, informatics and technology, a philosophy of caring, and ethical/legal standards of practice are presented as essential to professional role development.The course introduces the student to the major categories of patient needs Safe, Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, and Physiological Integrity.? The concepts of adaptation, nursing process, communication, clinical reasoning, and evidence-based practice are included in the design, along with the Nurse of the Future Concepts, Skills, and ACEN Core Values.The concurrent clinical component of the course provides the students the opportunity to participate in collaboration with the interprofessional team, appreciate the micro/macro system of the care environment, and begin to contribute to quality improvement.Evaluation of course/outcome achievement by the student and faculty provides mutual feedback.? The process of self-evaluation promotes self-understanding and professional development.? Credits: 9 credits course, which consists of 6 credits for classroom and 3 credits for clinical AS Nursing Evening Cohort

Academic Level
Undergraduate

NU101EAST - Advance Standing Test NU101E

Overview

Subject code
NU

Course Number
101EAST

Course Long Title
Advance Standing Test NU101E

Course Description
This course is for the evening/weekend cohort that allows students in theAssociate of Science in Nursing Program who are eligible forAdvanced Standing Testing of NU 101, Fundamentals of Nursing Practice to have access to course content for test preparation. Course content covers health promotion, restoration, and maintenance. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to thePre-licensureAssociate of Science in Nursing HandbookAddenda for the Advanced Standing Testing policy. 9 credits will be awarded for passing the didactic test and clinical This is an option for Licensed PracticeNurses (LPN) who have been admitted to the Associate of Science in Nursing (ASN)Program.

skills evaluation.

Academic Level
Undergraduate

NU102D - Adult Nursing Practice

Overview

Subject code
NU

Course Number
102D

Course Long Title
Adult Nursing Practice

Course Description
The second nursing course emphasizes the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. The focus is on patient-centered nursing care to restore, promote, or maintain the health of patients after surgery and with disorders of cell function; perfusion; endocrine neurologic; immune; gastrointestinal and sensory functions; acid-base balance; and sexuality. Professional role, clinical reasoning and judgment, and ethical-legal issues are explored and developed. A philosophy of caring is fostered through the use of nursing process and through the application of safe, holistic, culturally-competent therapeutic nursing interventions. Communication skills and information technology are used to promote human flourishing. The nurse's role within the interprofessional team is considered through application of beginning leadership and management principles. Evidence-based nursing practice is promoted as a method for quality improvement of patient-centered nursing care. Concurrent clinical experiences with adult individuals are provided to allow students to correlate contextual learning in the classroom with skills and demonstrate expected levels of achievement (ELA) in clinical practice. Simulated clinical learning experiences in the Nursing Lab introduce the student to new nursing skills prior to their application in clinical practice. Further development of professional identity is emphasized through self and faculty evaluations of the student's clinical progress. Credits: 10 credits course which consists of 6 credits for classroom and 4 credits for clinical AS Nursing Day Cohort

Academic Level
Undergraduate

NU102DAST - Advance Standing Test NU102D

Overview

Subject code
NU

Course Number
102DAST

Course Long Title
Advance Standing Test NU102D

Course Description
This course is for the day cohort that allows students in theAssociate of Science in Nursing Program who are eligible for Advanced Standing Testing of NU 102, Adult Nursing Practice to have access to course content for test preparation. Course content covers the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to thePre-licensureAssociate of Science in Nursing Handbook Addenda for the Advanced Standing Testing policy. 10 credits will be awarded for passing the didactic test and clinical skills evaluation. This is an option for Licensed PracticeNurses (LPN)who have been admitted to the Associate of Science in Nursing (ASN)Program.

Academic Level
Undergraduate

NU102E - Adult Nursing Practice

Overview

Subject code	Course Number	Course Long Title
NU	102E	Adult Nursing Practice

Course Description

The second nursing course emphasizes the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. The focus is on patient-centered nursing care to restore, promote, or maintain the health of patients after surgery and with disorders of cell function; perfusion; endocrine neurologic; immune; gastrointestinal and sensory functions; acid-base balance; and sexuality. Professional role, clinical reasoning and judgment, and ethical-legal issues are explored and developed. A philosophy of caring is fostered through the use of nursing process and through the application of safe, holistic, culturally-competent therapeutic nursing interventions. Communication skills and information technology are used to promote human flourishing. The nurse's role within the interprofessional team is considered through application of beginning leadership and management principles. Evidence-based nursing practice is promoted as a method for quality improvement of patient-centered nursing care. Concurrent clinical experiences with adult individuals are provided to allow students to correlate contextual learning in the classroom with skills and demonstrate expected levels of achievement (ELA) in clinical practice. Simulated clinical learning experiences in the Nursing Lab introduce the student to new nursing skills prior to their application in clinical practice. Further development of professional identity is emphasized through self and faculty evaluations of the student's clinical progress. Credits: 10 credits course which consists of 6 credits for classroom and 4 credits for clinical AS Nursing Evening Cohort

Academic Level

Undergraduate

NU102EAST - Advance Standing Test NU102E

Overview

Subject code
NU

Course Number
102EAST

Course Long Title
Advance Standing Test NU102E

Course Description
This course is for the evening/weekend cohort that allows students in theAssociate of Science in Nursing Program who are eligible forAdvanced Standing Testing of NU 102, Adult Nursing Practice to have access to course content for test preparation. Course content covers the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to thePre-licensureAssociate of Science in Nursing HandbookAddenda for the Advanced Standing Testing policy. 10 credits will be awarded for passing the didactic test and clinical skills evaluation.

This is an option for Licensed Practice Nurses (LPN)who have been admitted to the Associate of Sciencein Nursing (ASN)Program.

Academic Level
Undergraduate

NU201 - Intro to Nursing

Overview

Subject code
NU

Course Number
201

Course Long Title
Intro to Nursing

Course Description
This third nursing course focuses on the knowledge skills, attitudes/values and abilities required to provide safe, quality, and patient-centered care to women, children and their families in order for them to flourish. The "Nurse of the Future Competencies" are integrated into theoretical concepts and clinical practice. Communication and critical reasoning skills are utilized in applying the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for childbearing and childrearing families. Strategies to optimize health are presented and discussed in relation to childbearing and childrearing including high-risk pregnancy, high-risk parenting and common health problems of women and children. Research concepts, historical and current perspectives are addressed in this specialty. A philosophy of caring is emphasized in order to provide support to individuals striving to adapt to change in family structure and function, and/or the effects of illness. Leadership and management principles are reinforced through clinical practice and clinical conferences. Collaboration with patients, families and the interprofessional health care team is promoted in order to provide quality nursing care. Ethical and legal concerns and the exploration of cultural influences on family-centered care are analyzed in this course. Concurrent acute care and community clinical experiences are utilized to introduce the student to diverse professional nursing roles and the modeling of an evidence-based approach to nursing practice in the provision of care to childbearing and childrearing families. These clinical experiences provide numerous opportunities to employ teaching-learning principles and further develop specialized skills and learning outcomes in assisting these populations. Clinical conferences are held to reinforce learning and to assist students to correlate theoretical concepts into clinical practice. Simulated clinical learning experiences in the nursing lab provide opportunities to develop and practice skills that are utilized in the clinical area. Evaluation of the course/ clinical student learning outcomes and student/faculty conferences provides feedback on student progress to promote professional development.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

Course Type
Hidden Course

NU201D - Family-Focused Nursing Practice

Overview

Subject code
NU

Course Number
201D

Course Long Title
Family-Focused Nursing Practice

Course Description
This third nursing course focuses on the knowledge skills, attitudes/values and abilities required to provide safe, quality, and patient-centered care to women, children and their families in order for them to flourish. The "Nurse of the Future Competencies" are integrated into theoretical concepts and clinical practice. Communication and critical reasoning skills are utilized in applying the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for childbearing and childrearing families. Strategies to optimize health are presented and discussed in relation to childbearing and childrearing including high-risk pregnancy, high-risk parenting and common health problems of women and children. Research concepts, historical and current perspectives are addressed in this specialty. A philosophy of caring is emphasized in order to provide support to individuals striving to adapt to change in family structure and function, and/or the effects of illness. Leadership and management principles are reinforced through clinical practice and clinical conferences. Collaboration with patients, families and the interprofessional health care team is promoted in order to provide quality nursing care. Ethical and legal concerns and the exploration of cultural influences on family-centered care are analyzed in this course. Concurrent acute care and community clinical experiences are utilized to introduce the student to diverse professional nursing roles and the modeling of an evidence-based approach to nursing practice in the provision of care to childbearing and childrearing families. These clinical experiences provide numerous opportunities to employ teaching-learning principles and further develop specialized skills and learning outcomes in assisting these populations. Clinical conferences are held to reinforce learning and to assist students to correlate theoretical concepts into clinical practice. Simulated clinical learning experiences in the nursing lab provide opportunities to develop and practice skills that are utilized in the clinical area. Evaluation of the course/ clinical student learning outcomes and student/faculty conferences provides feedback on student progress to promote professional development. AS Nursing DAy Cohort

Academic Level
Undergraduate

NU201E - Family-Focused Nursing Practice

Overview

Subject code
NU

Course Number
201E

Course Long Title
Family-Focused Nursing Practice

Course Description
This third nursing course focuses on the knowledge skills, attitudes/values and abilities required to provide safe, quality, and patient-centered care to women, children and their families in order for them to flourish. The "Nurse of the Future Competencies" are integrated into theoretical concepts and clinical practice. Communication and critical reasoning skills are utilized in applying the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for childbearing and childrearing families. Strategies to optimize health are presented and discussed in relation to childbearing and childrearing including high-risk pregnancy, high-risk parenting and common health problems of women and children. Research concepts, historical and current perspectives are addressed in this specialty. A philosophy of caring is emphasized in order to provide support to individuals striving to adapt to change in family structure and function, and/or the effects of illness. Leadership and management principles are reinforced through clinical practice and clinical conferences. Collaboration with patients, families and the interprofessional health care team is promoted in order to provide quality nursing care. Ethical and legal concerns and the exploration of cultural influences on family-centered care are analyzed in this course. Concurrent acute care and community clinical experiences are utilized to introduce the student to diverse professional nursing roles and the modeling of an evidence-based approach to nursing practice in the provision of care to childbearing and childrearing families. These clinical experiences provide numerous opportunities to employ teaching-learning principles and further develop specialized skills and learning outcomes in assisting these populations. Clinical conferences are held to reinforce learning and to assist students to correlate theoretical concepts into clinical practice. Simulated clinical learning experiences in the nursing lab provide opportunities to develop and practice skills that are utilized in the clinical area. Evaluation of the course/ clinical student learning outcomes and student/faculty conferences provides feedback on student progress to promote professional development. Pre-requisite PS 233 AS Nursing Evening Cohort

Academic Level
Undergraduate

NU202D - Comprehensive Nursing Practice

Overview

Subject code
NU

Course Number
202D

Course Long Title
Comprehensive Nursing Practice

Course Description
This last nursing course focuses on the knowledge, skills, attitudes/values, and abilities required to provide safe, quality, patient-centered care to adult individuals with complex stressors, assisting those individuals and families to flourish and adapt.Concepts presented in this course focus on the physiological and psychological needs of individuals and families experiencing complex alterations in oxygenation, fluid balance, tissue perfusion, cardiac output, elimination, shock and multiple organ failure, emergency management and disaster care. In addition,concepts related to altered thought, mood, relatedness, self-esteem, and self-concept are taught to introduce the student to the needs of individuals and families with mental health needs. The Nurse of the Future Core Competencies are integrated into the course and promotes an evidence-based approach to nursing care of individuals and families. The planning, delivery, and management of safe, comprehensive, individualized, patient-centered, quality care is based on the utilization of established research findings and is guided by ethical, legal, and professional standards of nursing practice.Students will explore the challenges and opportunities in professional nursing, including advancements in practice and role development, the growing use of technology, ethical and legal considerations, essential leadership and interdisciplinary collaboration concepts, and the significant role of theory and research in enhancing the profession and emphasizing the importance of cultural humility in addressing health disparities, and promoting inclusive practices to ensure equitable care for all patient populations.A philosophy of caring permeates the students' critical thinking, clinical reasoning and communication skills Using the nursing process, in collaboration with patients, families and the interprofessional team, students generate culturally competent therapeutic nursing interventions to promote adaptation. Evaluation of the course/clinical student learning outcomes by the student and faculty and student/faculty conferences provide feedback on student clinical progress to enhance professional development. Credits: 11 credits course which consists of 7 credits for classroom and 4 credits for clinical AS Nursing Day Cohort

Academic Level
Undergraduate

NU202E - Comprehensive Nursing Practice

Overview

Subject code
NU

Course Number
202E

Course Long Title
Comprehensive Nursing Practice

Course Description
This last nursing course focuses on the knowledge, skills, attitudes/values, and abilities required to provide safe, quality, patient-centered care to adult individuals with complex stressors, assisting those individuals and families to flourish and adapt.Concepts presented in this course focus on the physiological and psychological needs of individuals and families experiencing complex alterations in oxygenation, fluid balance, tissue perfusion, cardiac output, elimination, shock and multiple organ failure, emergency management and disaster care. In addition,concepts related to altered thought, mood, relatedness, self-esteem, and self-concept are taught to introduce the student to the needs of individuals and families with mental health needs. The Nurse of the Future Core Competencies are integrated into the course and promotes an evidence-based approach to nursing care of individuals and families. The planning, delivery, and management of safe, comprehensive, individualized, patient-centered, quality care is based on the utilization of established research findings and is guided by ethical, legal, and professional standards of nursing practice.Students will explore the challenges and opportunities in professional nursing, including advancements in practice and role development, the growing use of technology, ethical and legal considerations, essential leadership and interdisciplinary collaboration concepts, and the significant role of theory and research in enhancing the profession and emphasizing the importance of cultural humility in addressing health disparities, and promoting inclusive practices to ensure equitable care for all patient populations.A philosophy of caring permeates the students' critical thinking, clinical reasoning and communication skills Using the nursing process, in collaboration with patients, families and the interprofessional team, students generate culturally competent therapeutic nursing interventions to promote adaptation. Evaluation of the course/clinical student learning outcomes by the student and faculty and student/faculty conferences provide feedback on student clinical progress to enhance professional development. Credits: 11 credits course which consists of 7 credits for classroom and 4 credits for clinical AS Nursing Evening Cohort

Academic Level
Undergraduate

NU304 - Health Assessment in Nursing

Overview

Subject code
NU

Course Number
304

Course Long Title
Health Assessment in Nursing

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU304A - Health Assessment in Nursing

Overview

Subject code
NU

Course Number
304A

Course Long Title
Health Assessment in Nursing

Credits
3

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY. 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 inspection,palpation,percussion, and auscultation necessary when performing a physical examination.Theeffectsofage,gender,culture,religio n,socioeconomic status,lifestyle,and adaptation are identified.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU304B - Health Assessment for Nursing

Overview

Subject code
NU

Course Number
304B

Course Long Title
Health Assessment for Nursing

Credits
3

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. 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 inspection,palpation,percussion, and auscultation necessary when performing a physical examination.Theeffectsofage,gender,culture,religio n,socioeconomic status,lifestyle,and adaptation are identified.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU304C - Health Assessment for Nursing

Overview

Subject code
NU

Course Number
304C

Course Long Title
Health Assessment for Nursing

Credits
3

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. 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 inspection,palpation,percussion, and auscultation necessary when performing a physical examination.Theeffectsofage,gender,culture,religio n,socioeconomic status,lifestyle,and adaptation are identified.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU304E - Health Assessment

Overview

Subject code
NU

Course Number
304E

Course Long Title
Health Assessment

Credits
3

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course is 12-weeks in length. It 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 nspection, palpation, percussion, and auscultation necessary when performing a physical examination. The effects of age, gender, culture, religion, socioeconomic status, lifestyle, and adaptation are identified.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU305A - Foundations of NU Practice

Overview

Subject code
NU

Course Number
305A

Course Long Title
Foundations of NU Practice

Credits
3

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY. This course utilizes the Massachusetts Nurse of the Future Competencies as a framework to introduce students to the knowledge, skills, and attitudes needed to develop their identity in the nursing profession. This course uses classroom and webbased activities as well as laboratory experiences to acquire select knowledge and skills that are essential to the profession of nursing. The relationship between evidenced-based practice and safe patient care will be emphasized. Students will begin to identify and apply the nursing process and clinical reasoning skills, and NCLEX test-taking skills. The role of nursing and the individual role as a member of the nursing community will be examined. Legal and ethical issues and professional comportment will be explored. Professional and therapeutic 1:1 communication skills with patients and disciplines will be acquired and utilized successfully. Select nursing procedures will be introduced and practiced. Pre-Requisite: Student must have completed BI 105 and BI 106, and either BI 108 or CH 105, with at least a grade of 2.0 in each course or with permission from the Program.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU320B - Pharmacology for Nursing

Overview

Subject code
NU

Course Number
320B

Course Long Title
Pharmacology for Nursing

Credits
3

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU320C - Pharmacology for Nursing

Overview

Subject code
NU

Course Number
320C

Course Long Title
Pharmacology for Nursing

Credits
3

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU320E - Clinical Pharmacology

Overview

Subject code
NU

Course Number
320E

Course Long Title
Clinical Pharmacology

Credits
3

Course Description
24-MONTH BS NURSING STUDENTS ONLY This course integrates pathophysiologic and pharmacologic concepts as they relate to human health issues and the application of the nursing process across the lifespan. The parthenogenesis and clinical manifestations of organ and system disease processes are considered alongside the pharmacologic approaches used to treat them. Emphasis is placed on understanding how drugs work in the context of specific disease states, why a particular drug regimen is selected, and how to assess and monitor the patient receiving the drug.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU321 - Nursing Care of Aging Adult

Overview

Subject code
NU

Course Number
321

Course Long Title
Nursing Care of Aging Adult

Credits
3

Course Description
Nursing Students Only Misperceptions and lack of education about the aging process influence both the quality and outcomes of the nursing care being provided to our aging population. This course will examine the complexities and realities of caring for well and frail elders. Emphasis is focused on the multidimensional aspects of the aging process and the specialized nursing education required in caring for this population.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU321A - Nursing Care of Aging Adult

Overview

Subject code
NU

Course Number
321A

Course Long Title
Nursing Care of Aging Adult

Credits
3

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY. Misperceptions and lack of education about the aging process influence both the quality and outcomes of the nursing care being provided to our aging population. This course will examine the complexities and realities of caring for well and frail elders. Emphasis is focused on the multidimensional aspects of the aging process and the specialized nursing education required in caring for this population.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU321B - Nursing Care of Aging Adult

Overview

Subject code
NU

Course Number
321B

Course Long Title
Nursing Care of Aging Adult

Credits
3

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. HYBRID Misperceptions and lack of education about the aging process influence both the quality and outcomes of the nursing care being provided to our aging population. This course will examine the complexities and realities of caring for well and frail elders. Emphasis is focused on the multidimensional aspects of the aging process and the specialized nursing education required in caring for this population.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU321E - Nursing Care of Aging Adult

Overview

Subject code
NU

Course Number
321E

Course Long Title
Nursing Care of Aging Adult

Credits
3

Course Description
24-MONTH BS NURSING STUDENTS ONLY. Misperceptions and lack of education about the aging process influence both the quality and outcomes of the nursing care being provided to our aging population. This course will examine the complexities and realities of caring for well and frail elders. Emphasis is focused on the multidimensional aspects of the aging process and the specialized nursing education required in caring for this population.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU322A - Clinical Pharmacology I

Overview

Subject code
NU

Course Number
322A

Course Long Title
Clinical Pharmacology I

Credits
2

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU323A - Clinical Pharmacology II

Overview

Subject code
NU

Course Number
323A

Course Long Title
Clinical Pharmacology II

Credits
2

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU324 - Professional Nursing

Overview

Subject code
NU

Course Number
324

Course Long Title
Professional Nursing

Credits
8

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU324A - Professional Nursing

Overview

Subject code
NU

Course Number
324A

Course Long Title
Professional Nursing

Credits
8

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU324B - Professional Nursing

Overview

Subject code
NU

Course Number
324B

Course Long Title
Professional Nursing

Credits
8

Course Description
ACCELERATED BS NURSING STUDENTS ONLY This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing healthcare system. It focuses on acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice, as well as classroom content.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU324E - Professional Nursing

Overview

Subject code
NU

Course Number
324E

Course Long Title
Professional Nursing

Credits
8

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course is 12-weeks in length This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing healthcare system. It focuses on acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice, as well as classroom content.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU325 - Acute Care Nursing

Overview

Subject code
NU

Course Number
325

Course Long Title
Acute Care Nursing

Credits
8

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU325A - Acute Care Nursing

Overview

Subject code
NU

Course Number
325A

Course Long Title
Acute Care Nursing

Credits
8

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU325B - Acute Care Nursing

Overview

Subject code
NU

Course Number
325B

Course Long Title
Acute Care Nursing

Credits
8

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, and biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/family, the healthcare system, and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute care setting.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU325E - Acute Care Nursing

Overview

Subject code
NU

Course Number
325E

Course Long Title
Acute Care Nursing

Credits
8

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course is 12-weeks in length This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, and biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/family, the healthcare system, and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute care setting.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU333A - Psychiatric/Mental Hlth NU

Overview

Subject code
NU

Course Number
333A

Course Long Title
Psychiatric/Mental Hlth NU

Credits
6

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY. This course focuses on the role of the professional nurse in the transcultural care of individuals with psychiatric/mental health problems and their families. The student examines major mental health problems across the lifespan, multiple treatment modalities, and specific intervention strategies. Selected clinical experiences in a variety of health care settings facilitate the development of knowledge and skill.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU333B - Psych/Mental Health

Overview

Subject code
NU

Course Number
333B

Course Long Title
Psych/Mental Health

Credits
6

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. This course focuses on the role of the professional nurse in the transcultural care of individuals with psychiatric/mental health problems and their families. The student examines major mental health problems across the lifespan, multiple treatment modalities, and specific intervention strategies. Selected clinical experiences in a variety of health care settings facilitate the development of knowledge and skill.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU333E - Psychiatric/Mental Hlth NU

Overview

Subject code
NU

Course Number
333E

Course Long Title
Psychiatric/Mental Hlth NU

Credits
6

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course focuses on the role of the professional nurse in the transcultural care of individuals with psychiatric/mental health problems and their families. The student examines major mental health problems across the lifespan, multiple treatment modalities, and specific intervention strategies. Selected clinical experiences in a variety of health care settings facilitate the development of knowledge and skill.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU340 - Community Nursing

Overview

Subject code
NU

Course Number
340

Course Long Title
Community Nursing

Credits
6

Course Description
The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process, and adaptation models, students will help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, adaptation, communication, critical thinking and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU340A - Comm.Public & Pop. Health NU

Overview

Subject code
NU

Course Number
340A

Course Long Title
Comm.Public & Pop. Health NU

Credits
6

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY. The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process, and adaptation models, students will help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, adaptation, communication, critical thinking and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU340B - Comm.Public & Pop. Health NU

Overview

Subject code
NU

Course Number
340B

Course Long Title
Comm.Public & Pop. Health NU

Credits
6

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process, and adaptation models, students will help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, adaptation, communication, critical thinking and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU340E - Comm.Public & Pop. Health NU

Overview

Subject code
NU

Course Number
340E

Course Long Title
Comm.Public & Pop. Health NU

Credits
6

Course Description
24-MONTH BS NURSING STUDENTS ONLY.This course is 12-weeks in length The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process, and adaptation models, students will help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, adaptation, communication, critical thinking and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU345A - Complex Care Nursing

Overview

Subject code
NU

Course Number
345A

Course Long Title
Complex Care Nursing

Credits
6

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU345AC - Capstone

Overview

Subject code
NU

Course Number
345AC

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP. UNDERGRADUATE NURSING STUDENTS ONLY.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU345B - Complex Care Nursing

Overview

Subject code
NU

Course Number
345B

Course Long Title
Complex Care Nursing

Credits
6

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

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU345BC - Capstone

Overview

Subject code
NU

Course Number
345BC

Course Long Title
Capstone

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU345E - Complex Care Nursing

Overview

Subject code
NU

Course Number
345E

Course Long Title
Complex Care Nursing

Credits
6

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course is 12-weeks in length In this synthesis course, students analyze the cultural, spiritual, and biopsychosocial needs of clients and their families who face complex multisystem health problems across the wellness-illness trajectory, with a focus on the transition from acute care to rehabilitation or long-term care in institutional settings. Using a case study approach, students examine the complex interrelationships between client/family, the healthcare system, and nursing. Emphasis is placed on adaptation, nursing process, and the professional role. Students apply critical thinking, decision-making, and communication skills in selected clinical settings that will enhance their ability to develop therapeutic nursing interventions.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU347 - Maternal Child/Family Nursing

Overview

Subject code
NU

Course Number
347

Course Long Title
Maternal Child/Family Nursing

Credits
8

Course Description
This course focuses on the adaptation and health promotion of families including childbearing women, infants, children, and adolescents. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings and community-based school help the learner begin to develop critical thinking skills and competence in family health nursing.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU347A - Maternal Child Nursing

Overview

Subject code
NU

Course Number
347A

Course Long Title
Maternal Child Nursing

Credits
8

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY. This course focuses on the adaptation and health promotion of families including childbearing women, infants, children, and adolescents. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings and community-based school help the learner begin to develop critical thinking skills and competence in family health nursing.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU347B - Maternal Child Nursing

Overview

Subject code
NU

Course Number
347B

Course Long Title
Maternal Child Nursing

Credits
8

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. This course focuses on the adaptation and health promotion of families including childbearing women, infants, children, and adolescents. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings and community-based school help the learner begin to develop critical thinking skills and competence in family health nursing.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU347E - Maternal Child Nursing

Overview

Subject code
NU

Course Number
347E

Course Long Title
Maternal Child Nursing

Credits
8

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course focuses on the adaptation and health promotion of families including childbearing women, infants, children, and adolescents. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings and community-based school help the learner begin to develop critical thinking skills and competence in family health nursing.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU348 - Contemp. Topics in Healthcare

Overview

Subject code
NU

Course Number
348

Course Long Title
Contemp. Topics in Healthcare

Credits
6

Course Description
This foundational course introduces the concepts of value-based care and the role of the nurse. This course will highlight current issues in professional nursing as they relate to the changing healthcare environment. Areas of importance are change theory, ethics, policy, informatics and health care economics.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU349 - Hlth Assessment & Diagnostic Measure

Overview

Subject code
NU

Course Number
349

Course Long Title
Hlth Assessment & Diagnostic Measure

Credits
4

Course Description
This course provides health assessment skills and basic knowledge of diagnostic measurement to associate-degree prepared nurses. Students will learn how to obtain comprehensive health histories, conduct systems-based physical examinations, and demonstrate an understanding of diagnostic measures in the evaluation of diverse clients. Content related to the identification of problems, symptoms, and abnormal findings will be linked to underlying pathophysiology. (4 credits, 8 weeks) (PLO 2, Domains 1, 2).

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU350 - Evidence Informed NU Care

Overview

Subject code
NU

Course Number
350

Course Long Title
Evidence Informed NU Care

Credits
5

Course Description
This course introduces the importance of nursing research and nursing theories and is designed to enable the practicing nurse to understand the interrelationships between nursing research and nursing practice. Importance is placed on the examination of research methodology, the critical evaluation of published research, and the assimilation of research into evidence-based practice. Capstone project development will begin in this course.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU402 - Informatics for Nursing

Overview

Subject code
NU

Course Number
402

Course Long Title
Informatics for Nursing

Credits
3

Course Description
This course explores the role of the nurse in health informatics. The course focuses on the complexity of advancing technologies used in the current health care setting. Knowledge acquisition requires the student to develop the skills necessary for understanding, utilizing, evaluating and applying evidence-based practices in the adaptation and use of informatics and technology in nursing practice. Synthesis of nursing informatics and learning outcomes is based on the Nurse of the Future Core Competencies within the context of informatics and technology (NOFRN Competencies, 2016). HYBRID.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU403 - Evidence for Clinical Pract.

Overview

Subject code
NU

Course Number
403

Course Long Title
Evidence for Clinical Pract.

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU403A - Evidence for Clinical Pract.

Overview

Subject code
NU

Course Number
403A

Course Long Title
Evidence for Clinical Pract.

Credits
3

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY. 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.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU403B - Evidence for Clinical Pract.

Overview

Subject code
NU

Course Number
403B

Course Long Title
Evidence for Clinical Pract.

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. 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.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU403E - Evidence for Clinical Practice

Overview

Subject code
NU

Course Number
403E

Course Long Title
Evidence for Clinical Practice

Credits
3

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course is 12-weeks in length.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.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU404 - Concept&Challenges for Prof.Practice

Overview

Subject code
NU

Course Number
404

Course Long Title
Concept&Challenges for Prof.Practice

Credits
3

Course Description
This is an introductory course to explore the role of the professional nurse in the ever-changing healthcare system with a view to empowering and solidifying that role. Students explore the challenges and opportunities inherent in professional nursing including but not limited to advances in nursing practice and role development, the increased use of technology in practice, ethics and legal issues in practice, concepts critical to leadership, interdisciplinary collaboration and systems thinking, and the increasing role of theory and research in advancing the profession and providing quality, safe patient care. Activities include values clarification, portfolio development, seminar leadership, group activities, and/or online discussions.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society.

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meetinghealth needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the qualityof nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU405 - Transition to Professional Practice

Overview

Subject code
NU

Course Number
405

Course Long Title
Transition to Professional Practice

Course Description
This course provides students with opportunities to gain knowledge and skills necessary to transition from student nurse to registered nurse. Students will synthesize theory and nursing knowledge from previous courses in care of individuals, families, and communities. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, transition into the workplace, and NCLEX preparation. NCLEX preparation is structured around the NCLEX-RN blueprint. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. This course will help prepare students for the ATI comprehensive predictor exam and NCLEX. Students will also complete 1:1 preceptorship and ATI capstone during this course

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU406 - Intro.Critical Care Nursing

Overview

Subject code
NU

Course Number
406

Course Long Title
Intro.Critical Care Nursing

Credits
3

Course Description
This course focuses on single and multi-organ system dysfunction and the human responses to lifethreatening illnesses. Nursing care focusing on restoring physiologic and psychological stability to the severely ill client will be explored. Core concepts of complex pathophysiology, current treatment modalities, and the role nurses perform when providing care to critically ill patients are discussed.Prerequisites NU 324,325,333,347,340 and be currently enrolled in NU 345.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU408A - Transition to Professional Practice

Overview

Subject code
NU

Course Number
408A

Course Long Title
Transition to Professional Practice

Course Description
UNDERGRADUATE NURSING STUDENTS ONLY.This course provides students with opportunities to gain knowledge and skills necessary to transition from student nurse to registered nurse. Students will synthesize theory and nursing knowledge from previous courses in care of individuals, families, and communities. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, transition into the workplace, and NCLEX preparation. NCLEX preparation is structured around the NCLEX-RN blueprint. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. This course will help prepare students for the ATI comprehensive predictor exam and NCLEX. This course incorporates the senior preceptorship and ATI capstone.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU408B - Transition to Professional Practice

Overview

Subject code
NU

Course Number
408B

Course Long Title
Transition to Professional Practice

Course Description
16-MONTH BS NURSING STUDENTS ONLY. This course provides students with opportunities to gain knowledge and skills necessary to transition from student nurse to registered nurse. Students will synthesize theory and nursing knowledge from previous courses in care of individuals, families, and communities. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, transition into the workplace, and NCLEX preparation. NCLEX preparation is structured around the NCLEX-RN blueprint. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. This course will help prepare students for the ATI comprehensive predictor exam and NCLEX. This course incorporates the senior preceptorship and ATI capstone.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU408D - Transition to Professional Practice

Overview

Subject code
NU

Course Number
408D

Course Long Title
Transition to Professional Practice

Course Description
ACCELERATED MS NURSING STUDENTS ONLY.This course provides students with opportunities to gain knowledge and skills necessary to transition from student nurse to registered nurse. Students will synthesize theory and nursing knowledge from previous courses in care of individuals, families, and communities. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, transition into the workplace, and NCLEX preparation. NCLEX preparation is structured around the NCLEX-RN blueprint. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. This course will help prepare students for the ATI comprehensive predictor exam and NCLEX. This course incorporates the senior preceptorship and ATI capstone.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU408E - Transition to Professional Practice

Overview

Subject code
NU

Course Number
408E

Course Long Title
Transition to Professional Practice

Course Description
24-MONTH BS NURSING STUDENTS ONLY.This course provides students with opportunities to gain knowledge and skills necessary to transition from student nurse to registered nurse. Students will synthesize theory and nursing knowledge from previous courses in care of individuals, families, and communities. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, transition into the workplace, and NCLEX preparation. NCLEX preparation is structured around the NCLEX-RN blueprint. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. This course will help prepare students for the ATI comprehensive predictor exam and NCLEX. This course incorporates the senior preceptorship and ATI capstone.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU408EL - Lab Transition to Prof. Practice

Overview

Subject code
NU

Course Number
408EL

Course Long Title
Lab Transition to Prof. Practice

Academic Level
Undergraduate

NU445 - Emerging Trends in Population Health

Overview

Subject code
NU

Course Number
445

Course Long Title
Emerging Trends in Population Health

Credits
4

Course Description
This course addresses the principles and concepts of vulnerability, cultural diversity, and inclusion as they related to health and health care of individuals, families, and communities. This course offers a comprehensive framework to study social determinants of health and a broad overview of risk factors for vulnerability and consequences of health disparities in the United States.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU446 - NU Leadership & Transition to Practice

Overview

Subject code
NU

Course Number
446

Course Long Title
NU Leadership & Transition to Practice

Course Description
This course focuses on Leadership principles and development, with an emphasis on organizational behavior theory, interpersonal skills and professional identity. Emphasis is placed on emotional intelligence, conflict resolution, collaboration, and workplace incivility. Concepts and behaviors explored in this course will assist students in positively integrating into and navigating the work environment.Prereqs:Completion of Associate degree in nursing and appropriate state license. NU 348, NU 349,NU 350, NU 351.

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU447 - Capstone

Overview

Subject code
NU

Course Number
447

Course Long Title
Capstone

Course Description
The capstone course is an individual research project on a nursing topic of professional or personal interest. Students will integrate knowledge of nursing research, leadership, and management, change theory, and nursing theories to design, implement, and lead a project that will improve client/population outcomes within today's complex healthcare system. (6 credits, 16 weeks).

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

NU500 - Nursing Graduate Elective

Overview

Subject code
NU

Course Number
500

Course Long Title
Nursing Graduate Elective

Credits
3

Course Description
This course is used for transfer courses fullfilling the Nursing Graduate Elective Requirement.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Course Type
Hidden Course

NU510 - Community Based Nursing

Overview

Subject code
NU

Course Number
510

Course Long Title
Community Based Nursing

Credits
6

Course Description
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. Student must be licensed as a Registered Nurse to register for this course (60 hour clinical component) Prerequisites: NU 304 and NU 403

Academic Level
Undergraduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU304 - Health Assessment in Nursing
  AND NU403 - Evidence for Clinical Pract.

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU601 - Nursing Theory

Overview

Subject code
NU

Course Number
601

Course Long Title
Nursing Theory

Credits
3

Course Description
This course focuses on the historical development of theory from the perspective of nursing science. Nursing theory and its relationship to research and evidenced-based nursing practice, as well as approaches to theory construction are explored. Students will analyze selected concepts, the building blocks of theories. Students will critique specific nursing theories in relation to their own belief systems, examining the concepts of the major paradigms within the discipline of nursing as well as other human science disciplines. Early "grand nursing theories" and "mid-range nursing theories" more recently developed will be evaluated. Emphasis will be on understanding individual nursing theories and borrowed theories from other disciplines and their application to nursing practice, nursing research, nursing leadership, and nursing education.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU601B - Nursing Theory

Overview

Subject code
NU

Course Number
601B

Course Long Title
Nursing Theory

Credits
3

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. This course focuses on the historical development of theory from the perspective of nursing science. Nursing theory and its relationship to research and evidenced-based nursing practice, as well as approaches to theory construction are explored. Students will analyze selected concepts, the building blocks of theories. Students will critique specific nursing theories in relation to their own belief systems, examining the concepts of the major paradigms within the discipline of nursing as well as other human science disciplines. Early "grand nursing theories" and "mid-range nursing theories" more recently developed will be evaluated. Emphasis will be on understanding individual nursing theories and borrowed theories from other disciplines and their application to nursing practice, nursing research, nursing leadership, and nursing education.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU601D - Nursing Theory

Overview

Subject code
NU

Course Number
601D

Course Long Title
Nursing Theory

Credits
3

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. This course focuses on the historical development of theory from the perspective of nursing science. Nursing theory and its relationship to research and evidenced-based nursing practice, as well as approaches to theory construction are explored. Students will analyze selected concepts, the building blocks of theories. Students will critique specific nursing theories in relation to their own belief systems, examining the concepts of the major paradigms within the discipline of nursing as well as other human science disciplines. Early "grand nursing theories" and "mid-range nursing theories" more recently developed will be evaluated. Emphasis will be on understanding individual nursing theories and borrowed theories from other disciplines and their application to nursing practice, nursing research, nursing leadership, and nursing education.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU601E - Nursing Theory

Overview

Subject code
NU

Course Number
601E

Course Long Title
Nursing Theory

Credits
3

Course Description
24-MONTH BS NURSING STUDENTS ONLY. This course is 12-weeks in length

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU605 - Concepts Nurs Leadership

Overview

Subject code
NU

Course Number
605

Course Long Title
Concepts Nurs Leadership

Credits
3

Course Description
This course focuses on issues of leadership role development in professional nursing. Using role theory, students will explore concepts of role mastery, congruence and conflict as well as the role of nursing leadership in the broader organizational context. Emphasis in NU 605 is on the analysis of leadership and related theories as these apply to the individual practice of the nurse leader.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU605D - Concepts Nurs Leadership

Overview

Subject code
NU

Course Number
605D

Course Long Title
Concepts Nurs Leadership

Credits
3

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. This course focuses on issues of leadership role development in professional nursing. Using role theory, students will explore concepts of role mastery, congruence and conflict as well as the role of nursing leadership in the broader organizational context. Emphasis in NU 605 is on the analysis of leadership and related theories as these apply to the individual practice of the nurse leader.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU605E - Concepts Nurs Leadership

Overview

Subject code
NU

Course Number
605E

Course Long Title
Concepts Nurs Leadership

Credits
3

Course Description
24-MONTH BS NURSING STUDENTS ONLY.This course is 12-weeks in length

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU606 - Adv Pathophysiology

Overview

Subject code
NU

Course Number
606

Course Long Title
Adv Pathophysiology

Credits
3

Course Description
This course will provide an in-depth study of the concepts of the science of pathology for graduate nursing students. It will cover the physiological causes and development of diseases; functional and secondary changes they cause; and their course, complications, and appropriate treatments. Specific examples of disease states throughout the lifespan will be evaluated. The course will treat all levels of pathology from molecular to cellular, tissue, organ, and organ systems, emphasizing the role of homeostasis and the ensuing disturbances, which lead to disease conditions.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU607 - Perioperative Nursing

Overview

Subject code
NU

Course Number
607

Course Long Title
Perioperative Nursing

Credits
3

Course Description
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.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU607X - Periop. Lab

Overview

Subject code
NU

Course Number
607X

Course Long Title
Periop. Lab

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU608 - Perioperative Nurse Practicum

Overview

Subject code
NU

Course Number
608

Course Long Title
Perioperative Nurse Practicum

Credits
3

Course Description
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.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU612 - Org/Struct Nurs Leadership

Overview

Subject code
NU

Course Number
612

Course Long Title
Org/Struct Nurs Leadership

Credits
3

Course Description
This course incorporates comprehensive discussion of administrative theories including organizational theory, management theory, and leadership theories. These theories will be analyzed as they relate to nursing practice and the role of nursing leadership. (Practice component of 40 hours) Prerequisite: NU 605

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU613 - RN First Assist

Overview

Subject code
NU

Course Number
613

Course Long Title
RN First Assist

Credits
3

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

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU614 - RN First Assist Practicum

Overview

Subject code
NU

Course Number
614

Course Long Title
RN First Assist Practicum

Credits
3

Course Description
This course is the clinical internship that is taken either concurrently with the RNFA didactic course or following it. It may or may not take place at the clinical facility in which students are employed. This component is conducted as a guided independent study. Students will progress at their own pace during the twelve months in which they are allowed to complete the course. The students work with on-site surgeons to practice what they have learned during the didactic course. Two hundred and forty intraoperative first assisting hours must be documented. Learning activities are also included in the Clinical Internship in addition to hours of actual first assisting. Communication is maintained between course faculty and the student during this component. The faculty facilitator follows the progress of the students through telephone, e-mail, Blackboard, written progress reports, and communication with the surgeon preceptor as necessary. Prerequisite/Co-requisite: RNFA Didactic Course, Student must be an RN with a minimum of two years of operating room experience and CNOR certified.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU621D - Nursing Care of Aging Adult

Overview

Subject code
NU

Course Number
621D

Course Long Title
Nursing Care of Aging Adult

Credits
3

Course Description
ACCELERATED MS NURSING STUDENTS ONLY.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU622 - Treating the Addictions

Overview

Subject code
NU

Course Number
622

Course Long Title
Treating the Addictions

Credits
3

Course Description
This course provides an overview of counseling philosophy, theory, techniques and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, healing and change will be studied and critiqued from recovery, multicultural and social-justice oriented frameworks. There will be an emphasis on the importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders. Students will acquire knowledge about prevention strategies, relapse prevention strategies, treatment planning, as well as the importance of family therapy and self-help groups and how they relate to psychosocial rehabilitation treatment outcome. Finally, this course will provide an overview the role of psychopharmacology in mental health, with particular focus on medications typically prescribed to assist individuals with mental health, addiction and dual-diagnosis experiences. NOTE: Designated Practicum Course for licensure candidates.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU623 - Regul Issues:Nurs Leadership

Overview

Subject code
NU

Course Number
623

Course Long Title
Regul Issues:Nurs Leadership

Credits
3

Course Description
Utilizing current nursing research, evidence-based practice and evolving health care trends, students will complete a fieldwork experience in the area of administration/leadership in a healthcare setting or professional organization. The students will analyze examples of current issues relating to the health care delivery systems that impact on nursing practice. (Practice component of 40 hours). Pre-req NU 605

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU605 - Concepts Nurs Leadership

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU624D - Professional Nursing

Overview

Subject code
NU

Course Number
624D

Course Long Title
Professional Nursing

Credits
8

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. This course provides the foundation upon which the learner will develop the knowledge, values, and skills for becoming a competent, caring professional generalist who assumes an integral role in the changing healthcare system. It focuses on the acquisition of both art and science components of nursing and the development of critical thinking by including laboratory and clinical practice as well as classroom content.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU625D - Acute Care Nursing

Overview

Subject code
NU

Course Number
625D

Course Long Title
Acute Care Nursing

Credits
8

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. This course focuses on the secondary level of health care, specifically analyzing the cultural, spiritual, and biopsychosocial needs of clients with acute health problems and their families. Using a systems approach, the student examines the complex interrelationships between the client/family, the healthcare system and nursing. Emphasis is placed on client/family adaptation and the professional nursing role in an acute/critical care setting.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU627 - Mentorship for the Nursing Leader

Overview

Subject code
NU

Course Number
627

Course Long Title
Mentorship for the Nursing Leader

Credits
3

Course Description
Based on the student's individual professional goals, the student will elect to specialize in the areas of nursing administration/leadership, critical care, gerontology, etc. Under the guidance of a mentor, the student will apply nursing, management, and role theories in the health care setting. (Practice component of 80 hours).Pre-req or Co-req NU 623 All graduate nursing courses for the master's degree in nursing leadership must be completed except for one course which may be taken in the same semester as NU 627.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

All graduate nursing courses for the master's degree in nursing leadership must be completed except for one course which may be taken in the same semester as NU627.

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU629 - AdvHlth.Promotion&DiseasePrev

Overview

Subject code
NU

Course Number
629

Course Long Title
AdvHlth.Promotion&DiseasePrev

Credits
3

Course Description
This course will address health promotion and disease prevention across the lifespan. The focus will be in developing, evaluating, and educating populations on preventative health care behaviors. Populations served, including vulnerable populations, will be discussed in relation to how advanced practice nurses shape the development of community-based care and population-based systems delivery programs. Students will analyze the impact of social, cultural, ecological, and systems of care delivery factors on healthcare disparities across population groups. Emphasis is on application of sociocultural, nursing theories, and methods to analyze healthcare phenomena as an advanced practice nurse.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU631 - Scientific Inq.Evidence Based

Overview

Subject code
NU

Course Number
631

Course Long Title
Scientific Inq.Evidence Based

Credits
3

Course Description
The Scientific Inquiry for Evidence-Based Practice course will explore the conceptual, theoretical, and ethical foundations of nursing. The course will focus on the research process and application of evidence to nursing practice. During this course students identify a practice problem according to its relevance to the professional practice of nursing or advanced clinical practice. The primary focus of this course is on understanding research methods as they pertain to evidence-based practice. During the course students will complete an evidence-based practice proposal.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU601 - Nursing Theory

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU631B - Scientific Inq.Evidence Based

Overview

Subject code
NU

Course Number
631B

Course Long Title
Scientific Inq.Evidence Based

Credits
3

Course Description
ACCELERATED BS NURSING STUDENTS ONLY. The Scientific Inquiry for Evidence-Based Practice course will explore the conceptual, theoretical, and ethical foundations of nursing. The course will focus on the research process and application of evidence to nursing practice. During this course students identify a practice problem according to its relevance to the professional practice of nursing or advanced clinical practice. The primary focus of this course is on understanding research methods as they pertain to evidence-based practice. During the course students will complete an evidence-based practice proposal.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU601 - Nursing Theory

NU631D - Scientific Inq.Evidence Based

Overview

Subject code
NU

Course Number
631D

Course Long Title
Scientific Inq.Evidence Based

Credits
3

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. The Scientific Inquiry for Evidence-Based Practice course will explore the conceptual, theoretical, and ethical foundations of nursing. The course will focus on the research process and application of evidence to nursing practice. During this course students identify a practice problem according to its relevance to the professional practice of nursing or advanced clinical practice. The primary focus of this course is on understanding research methods as they pertain to evidence-based practice. During the course students will complete an evidence-based practice proposal.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU601 - Nursing Theory

NU633D - Psych/Mental Health

Overview

Subject code
NU

Course Number
633D

Course Long Title
Psych/Mental Health

Credits
5

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. This course focuses on the role of the professional nurse in the transcultural care of individuals with psychiatric/mental health problems and their families. The student examines major mental health problems across the lifespan, treatment modalities, and specific intervention strategies. Selected clinical experiences in a variety of health care settings facilitate the development of knowledge and skill.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU635 - Complementary Therapies

Overview

Subject code
NU

Course Number
635

Course Long Title
Complementary Therapies

Credits
3

Course Description
This course provides an objective introductory perspective on the newly emerging field of Complementary/ Alternative Modalities (CAM). It examines the traditional, biomedical, and nursing theoretical bases for CAM. It critically examines available research and offers empirical evidence that will allow the nurse to act as a teacher and advocate for the client as well as to assume a leadership and management role on the interdisciplinary team. While the course explores a range of modalities and systems, it focuses in-depth on those clearly within the domain of nursing practice.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU636 - Instructional Method Nurs Ed

Overview

Subject code
NU

Course Number
636

Course Long Title
Instructional Method Nurs Ed

Credits
3

Course Description
This course offers an analysis of various instructional models/methods and their application to the design of curricula in educational settings to create positive learning environments. Models are discussed in light of course content, objectives, goals, and current research. Students will focus on problem solving, common teaching/learning situations, and the relationship between theory and practice.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU637 - Assessment/Eval Nurs Ed

Overview

Subject code
NU

Course Number
637

Course Long Title
Assessment/Eval Nurs Ed

Credits
3

Course Description
This course offers a study of both formal and informal assessment techniques and the components involved in each approach. Students will conduct an analysis of models of outcome assessment and program evaluation and their relationship to classroom/clinical settings. Classroom learning is applied in a practicum experiences of 25 hours.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU636 - Instructional Method Nurs Ed

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU638 - Concepts Case Mgt Care Coord.

Overview

Subject code
NU

Course Number
638

Course Long Title
Concepts Case Mgt Care Coord.

Credits
3

Course Description
This course provides an overview of case management that are evidence-based and reflect current research and practice across multiple healthcare settings. Emphasis on importance of leadership principles practices will be integrated the course. Classroom learning is applied in a practicum experiences of 25 hours.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU639 - Adv.Concepts in Case Mgt.

Overview

Subject code
NU

Course Number
639

Course Long Title
Adv.Concepts in Case Mgt.

Credits
3

Course Description
This advanced-level case course will focus on the critical role case management in various delivery systems, particularly for patient populations. The course a detailed analysis of case studies and structured fieldwork experience in case management. Emphasis will be on the leader's role in meeting the health quality agenda, ensuring financial performance, and effectively implementing health reform in care coordination, care transitions, and case management activities. Regional and national best practices and research in case management will be integrated throughout the course.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU640D - Comm.Public & Pop. Health NU

Overview

Subject code
NU

Course Number
640D

Course Long Title
Comm.Public & Pop. Health NU

Credits
5

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. The role of the professional nurse in the primary level of health care is explored. Using client models, the nursing process and adaptation model help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, communication, critical thinking, and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU641 - Adv Clinical Pharmacology

Overview

Subject code
NU

Course Number
641

Course Long Title
Adv Clinical Pharmacology

Credits
3

Course Description
This course is required for students in the Nurse Practitioner Advanced Graduate Program. Course content addresses pharmacological interventions for disease categories and expands the foundation in pharmacotherapeutics necessary for nurse practitioners in clinical practice. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice. Pre-req NU 606

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU606 - Adv Pathophysiology

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU643 - Adv.Psychopharmacology

Overview

Subject code
NU

Course Number
643

Course Long Title
Adv.Psychopharmacology

Credits
3

Course Description
This course focuses on developing knowledge and skills in the safe and effective use of medication for psychiatric mental health problems in populations across the lifespan. The curriculum integrates knowledge from previous courses such as pharmacology, pathophysiology, and health assessment and complements the Psychiatric Mental Health curriculum. Course content addresses psychopharmacological interventions for disease categories and expands the foundation in pyschopharmacotherapeutics necessary for nurse practitioners in clinical practice. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice. Prerequisite: NU 641

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU645D - Complex Care Nursing

Overview

Subject code
NU

Course Number
645D

Course Long Title
Complex Care Nursing

Credits
5

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

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU646 - Theo.& Prac. of Contemp.Psychotherapies

Overview

Subject code
NU

Course Number
646

Course Long Title
Theo.& Prac. of Contemp.Psychotherapies

Credits
3

Course Description
The focus of this course is on theories and methods used by the advanced practice psychiatric mental health nurse as broadly applied across treatment settings. Students will explore theory and techniques associated with various therapeutic models with regard to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Students will gain learning experiences that promote satisfactory assimilation of mental health and mental illness concepts in their delivery of advanced practice nursing across the lifespan. Emphasis is placed on evidence-based practice and treatment guidelines utilizing a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapeutic theories will be studied and application made where possible in practicum placements, seminar discussions, and classroom settings.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU647 - Maternal Child/Family Nursing

Overview

Subject code
NU

Course Number
647

Course Long Title
Maternal Child/Family Nursing

Credits
8

Course Description
This course focuses on the adaptation and health promotion of families including childbearing women, infants, children, and adolescents. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children, and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings, and community-based schools help the learner begin to develop critical thinking skills and competence in family health nursing.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU647D - Maternal Child/Family Nursing

Overview

Subject code
NU

Course Number
647D

Course Long Title
Maternal Child/Family Nursing

Credits
8

Course Description
ACCELERATED MS NURSING STUDENTS ONLY. This course focuses on the adaptation and health promotion of families including childbearing women, infants, children, and adolescents. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children, and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings, and community-based schools help the learner begin to develop critical thinking skills and competence in family health nursing.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU650 - Adv Hlth Assessment/Nursing

Overview

Subject code
NU

Course Number
650

Course Long Title
Adv Hlth Assessment/Nursing

Credits
3

Course Description
The Advanced Health Assessment course is developed for the nurse practitioner student. Students incorporate, apply and adapt assessment skills appropriate to all ages in a primary care setting. Using critical thinking skills, students analyze assessment data toward differential diagnosis and determine the need for additional assessment information such as laboratory data, specialty referral and diagnostic testing. Students are required to apply history and physical assessment skills on a weekly basis. Written communication of the weekly history and physical examination as well as data analysis and problem list development is required. The effects of age, gender, culture, religion, socioeconomic status, locus of control, lifestyle and risk factors are considered in developing a baseline for therapeutic nursing intervention by the nurse in advanced practice. Pre-req NU 606 and NU 641

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU605 - Concepts Nurs Leadership
  AND NU641 - Adv Clinical Pharmacology

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU655 - Acute& Critical Care Pharm.

Overview

Subject code
NU

Course Number
655

Course Long Title
Acute& Critical Care Pharm.

Credits
3

Course Description
The purpose of this course is to provide a comprehensive and in-depth background in acute and critical care pharmacotherapy for the adult-geriatric patient. This course will address the pharmacology and appropriate clinical use of agents used in the treatment of selected acute disorders found in acutely/critically ill patients. Recent advances in pharmacotherapy, personalized management strategies, and controversial issues will be included and emphasized. Pre-Req NU 641

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU656 - Intro. Simulation in NU Ed.

Overview

Subject code
NU

Course Number
656

Course Long Title
Intro. Simulation in NU Ed.

Credits
3

Course Description
This course will enable you to develop an understanding of the essential principles of nursing simulation education. You will discuss best practices for simulation immersion and debriefing and will analyze the challenges and solutions related to its implementation. We will also explore the implications of evidence gathered in the National Council of State Boards of Nursing (NCSBN) study.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU657 - CNL Role Class:Intro CNL Practice

Overview

Subject code
NU

Course Number
657

Course Long Title
CNL Role Class:Intro CNL Practice

Credits
3

Course Description
This is the first of two sequential courses that provides students with an opportunity to analyze the role of the CNL through a guided role immersion practicum. Integration of prior coursework occurs during clinical role practicum, classroom assignments, and student presentations. The primary focus is on understanding the three domains of CNL practice in the microsystem to implement evidence-based initiatives that support quality outcomes. During the clinical immersion, students will have an opportunity for in-depth analysis of the CNL role as a nurse leader while working with an identified preceptor. Students will conduct a microsystem assessment and begin initial planning for the evidence-based practice capstone project. Students will review eligibility requirements, content, and the application process for the CNL Certification Exam. The AACN competencies and curricular expectations for CNL education and practice provide the framework for this course.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU658 - CNL Capstone:Clin. Immersion

Overview

Subject code
NU

Course Number
658

Course Long Title
CNL Capstone:Clin. Immersion

Credits
3

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU658A - CNL Capstone:Clin. Immersion

Overview

Subject code
NU

Course Number
658A

Course Long Title
CNL Capstone:Clin. Immersion

Credits
6

Course Description
This is the second of two sequential courses in th

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Prerequisite

Type
Prerequisite

Prerequisite

Complete ALL of the following Courses:

- NU657 - CNL Role Class:Intro CNL Practice

NU661 - PrimaryCare ChildbearingWoman

Overview

Subject code
NU

Course Number
661

Course Long Title
PrimaryCare ChildbearingWoman

Credits
3

Course Description
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of obstetrical client through the childbearing process. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to the obstetrical client. Classroom learning is applied in supervised clinical preceptorship experiences associated with NU 664A/B/D or NU 665 A/B/D. Pre-requisite NU 650

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU663 - Adlt-Geron.AcuteCare Pract. II

Overview

Subject code
NU

Course Number
663

Course Long Title
Adlt-Geron.AcuteCare Pract. II

Credits
8

Course Description
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 patients and families. Discussions focus on direct patient care, teaching, research, consulting, management, and systems improvement within the acute and or critical care areas (American Association of Colleges of Nursing, Position Statement 2/06). Classroom learning is applied in supervised clinical preceptorship experiences.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU664A - Primary Care of Child I

Overview

Subject code
NU

Course Number
664A

Course Long Title
Primary Care of Child I

Credits
8

Course Description
This course integrates concepts from concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision making and clinical management of children. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the pediatric client. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU664AX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU606 - Adv Pathophysiology
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- NU664AX - Clinical Seminar :Virtual

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU664B - Primary Care of Family I

Overview

Subject code
NU

Course Number
664B

Course Long Title
Primary Care of Family I

Credits
8

Course Description
This course integrates concepts from the concurrent courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in decision making and clinical management of families through the life cycle. Discussions will focus on issues of health, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU664BX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ABA604 - Treatment Evaluation
- NU629 - AdvHlth.Promotion&DiseasePrev
- NU641 - Adv Clinical Pharmacology
- NU650 - Adv Hlth Assessment/Nursing

NU664C - Family Psychiatric Mental Health I

Overview

Subject code
NU

Course Number
664C

Course Long Title
Family Psychiatric Mental Health I

Credits
8

Course Description
The focus of this course is developing knowledge and skill in the assessment and diagnosis of psychiatric mental health problems in the populations across the lifespan. The curriculum also integrates knowledge from previous courses such as pharmacology, pathophysiology, and health assessment. Psychiatric nurse practitioner students utilize many theoretical sources in the development of their practical skills and draw from neurophysiology, neuropsychology, family systems, and biopsychosocial approaches. The course also emphasizes special populations such as the elderly and the chronic mentally ill. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU664CX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU643 - Adv.Psychopharmacology
  AND NU646 - Theo.& Prac. of Contemp.Psychotherapies
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- NU664AX - Clinical Seminar :Virtual

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU664D - Primary Care Adult Woman I

Overview

Subject code
NU

Course Number
664D

Course Long Title
Primary Care Adult Woman I

Credits
8

Course Description
This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problem identification in decision making and clinical management of women's health issues. Discussions focus on health promotion, organizational issues, access to care, and advanced professional practice as they relate to women's health. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU664DX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU664F - Acute&Critical Care Adult Geri Client I

Overview

Subject code
NU

Course Number
664F

Course Long Title
Acute&Critical Care Adult Geri Client I

Credits
8

Course Description
This is the first of two concentration courses that integrate concepts from courses in pharmacology,pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in assessment, problem identification, decision-making and clinical management of the adult geriatric client, in the acute care/critical care setting, utilizing critical thinking. Discussions on health promotion, policy, organizational issues, access to care, and advanced professional practice as they relate to the adult-gerontology population in the acute care/critical care setting are included. Classroom learning is applied in supervised clinical preceptorship experiences 0f 300 hours (NU664FX). Requisites: Must also register for NU 664FX - Must be taken at the same time as this course. NU 650 - Must be completed prior to taking this course.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

Objectives
No change

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

Objectives
No change

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

Objectives
No change

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

Objectives
No change

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

Objectives
No change

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

Objectives
No change

(Level 2) Maximize responsibility for continued learning and professional development.

Objectives
No change

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

Objectives
No change

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

Objectives
No change

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

Objectives
No change

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

Objectives
No change

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Objectives
No change

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Objectives
No change

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

Objectives
No change

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

Objectives
No change

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

Objectives
No change

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

Objectives
No change

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Objectives
No change

NU665A - Primary Care of Child II

Overview

Subject code
NU

Course Number
665A

Course Long Title
Primary Care of Child II

Credits
8

Course Description
This is the second course in primary care of the child. This course continues the development of skills in decision making and clinical management of children. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665AX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU664A - Primary Care of Child I
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev
  AND NU664AX - Clinical Seminar :Virtual

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU665B - Primary Care of Family II

Overview

Subject code
NU

Course Number
665B

Course Long Title
Primary Care of Family II

Credits
8

Course Description
This is the second course in primary care of the family. This course continues the development of skills in decision making and clinical management of families through the life cycle. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665BX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU664B - Primary Care of Family I
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev
  AND NU664BX - Clinical Seminar:Virtual

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU665C - Family Psychiatric Mental Health II

Overview

Subject code
NU

Course Number
665C

Course Long Title
Family Psychiatric Mental Health II

Credits
8

Course Description
Nurse practitioner students will continue to develop knowledge and skill in the assessment and diagnosis of mental health problems in adults. In-depth study of geriatric mental health problems, such as mood disorders, dementia, and delirium, will prepare students to work with this complex population upon graduation. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665CX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU643 - Adv.Psychopharmacology
  AND NU646 - Theo.& Prac. of Contemp.Psychotherapies
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev
  AND NU664C - Family Psychiatric Mental Health I
  AND NU664CX - Clinical Seminar:Virtual

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU665D - Primary Care Adult Woman II

Overview

Subject code
NU

Course Number
665D

Course Long Title
Primary Care Adult Woman II

Credits
8

Course Description
This course is the second of two concentration courses focusing on developing knowledge and skill in the assessment, diagnosis, and treatment of the adult population with a special focus on health care for adolescent females and women. This course integrates concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It fosters development of skills in assessment, problems, decision making, and clinical management of women's health issues. Discussions focus on health promotion, disease prevention, recognition and management of acute and chronic conditions, organizational issues, access to care, and advanced professional practice as they relate to caring for patients in primary care settings. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665DX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU665E - Adult Gerontology Primary Care II

Overview

Subject code
NU

Course Number
665E

Course Long Title
Adult Gerontology Primary Care II

Credits
8

Course Description
This course continues to integrate concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in assessment, problems, decision making and clinical management of families through the life cycle. Discussions on health promotion, policy, organizational issues, access to care, and advanced professional practice as they relate to the family system are included. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665EX).

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev
  AND NU664F - Acute&Critical Care Adult Geri Client I
  AND NU664FX - Clinical Seminar:Virtual

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU665F - Acute&Crit.CareAdult Geri. II

Overview

Subject code
NU

Course Number
665F

Course Long Title
Acute&Crit.CareAdult Geri. II

Credits
8

Course Description
This is the second of two concentration courses that integrate concepts from courses in pharmacology, pathophysiology, and health assessment with nursing theory, process, and research. It will foster development of skills in assessment, problem identification, decision-making and clinical management of the adult geriatric client, in the acute care/critical care setting, utilizing critical thinking. Discussions on health promotion, policy, organizational issues, access to care, and advanced professional practice as they relate to the adult-gerontology population in the acute care/critical care setting are included. Classroom learning is applied in supervised clinical preceptorship experiences of 300 hours (NU665FX). Requisites:Must also register for NU 665FX - Must be taken at the same time as this course. NU 664F - Must be completed prior to taking this course.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU641 - Adv Clinical Pharmacology
  AND NU650 - Adv Hlth Assessment/Nursing
  AND NU606 - Adv Pathophysiology
  AND NU629 - AdvHlth.Promotion&DiseasePrev
  AND NU664F - Acute&Critical Care Adult Geri Client I
  AND NU664EX - Clinical Seminar:Virtual

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU668 - Role & Issues/Adv Practice

Overview

Subject code
NU

Course Number
668

Course Long Title
Role & Issues/Adv Practice

Credits
3

Course Description
This course focuses on the role and scope of practice of the advanced practice nurse. Professional licensure, credentialing and requirements for prescriptive privileges are addressed. In a hybrid format, course content focuses on legal and ethical standards of care and professional competencies for entry into advanced practice in the primary care setting. The course includes current and projected trends in primary practice as they affect nurses in advanced practice.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU670 - Teaching/Learning Nurs Ed

Overview

Subject code
NU

Course Number
670

Course Long Title
Teaching/Learning Nurs Ed

Credits
3

Course Description
This course provides an overview of various components involved in the dynamic of teaching/learning: philosophy, educational psychology, curriculum, methodology, evaluation, and assessment. Emphasis is placed on the development of the nurse educator as a reflective practitioner. Students will discuss social, ethical, legal, and professional issues related to current and future student populations. Classroom learning is applied in a practicum experiences of 25 hours.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU677 - OL Instruction&Course Facil.

Overview

Subject code
NU

Course Number
677

Course Long Title
OL Instruction&Course Facil.

Credits
3

Course Description
This online asynchronous course will provide the learner with evidence-based best practice techniques and strategies for implementing online course instruction and course facilitation. Topics covered will include discussion board facilitation, group process online, managing academic challenges, supporting online course engagement incorporating student-to-student and student-to-faculty communication and overall management of the online course classroom. Classroom learning is applied in a practicum experiences of 25 hours.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

NU678 - OL Course Dev.&Teaching Strategies

Overview

Subject code
NU

Course Number
678

Course Long Title
OL Course Dev.&Teaching Strategies

Credits
3

Course Description
This asynchronous online course will engage the learner in developing a syllabus and course teaching materials for the online environment. Utilizing the content expert and peer reviewer process of course development, each learner will participate in activelearning strategies to develop beginning competence in online course development with additional focus on the selection of population specific teaching strategies.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

(Level 2) Synthesize nursing and related theories as they apply to nursing leadership, advanced practice or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community and society

(Level 2) Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice or nursing education in all settings.

(Level 2) Facilitate effective therapeutic communication with individuals, families, groups, the community and members of the health care team to promote optimal wellness and adaptation

(Level 2) Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession

(Level 2) Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.

(Level 2) Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.

(Level 2) Maximize responsibility for continued learning and professional development.

(Level 2) Evaluate the dynamic forces and issues within the health care delivery system in order to initiate change that affects the quality of nursing in a practice setting.

(Level 2) Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups and communities across the health care system.

(Level 3) 1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.

(Level 3) 2. Synthesize evidence from research and theory to enhance delivery of quality health care.

(Level 3) 3. Develop systems supportive of effective communication at the organizational and interdisciplinary level.

(Level 3) 4. Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

(Level 3) 5. Evaluate ethical, legal, and professional standards of practice.

(Level 3) 6. Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.

(Level 3) 7. Create an environment that maximizes continued learning and development for professional practice.

(Level 3) 8. Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

(Level 3) 9. Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU680 - Advanced Practice Addictions Nursing I

Overview

Subject code
NU

Course Number
680

Course Long Title
Advanced Practice Addictions Nursing I

Credits
3

Course Description
This is the first of two courses that focus on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course focuses on theoretical frameworks of addiction and related nursing theories as well as the assessment, diagnosis, and treatment of addiction disorders across the lifespan. Course content includes both pharmacological and non-pharmacological interventions, healthcare systems and transdisciplinary competencies, cultural considerations, and the integration of common co-morbid psychiatric and medical conditions. Pre-requisites: None

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU681 - Adv. Practice Addictions NU Practicum I

Overview

Subject code
NU

Course Number
681

Course Long Title
Adv. Practice Addictions NU Practicum I

Credits
3

Course Description
This is the first of two clinical practicum courses that focuses on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course provides students with opportunities to apply theoretical and didactic content from NU 671 in the context of a supervised 250 hour clinical practicum experience. Students in this course attend weekly synchronous virtual seminar meetings in groups of a maximum of six students per group. Pre-requisites: Advanced practice nurse licensure Pre- or Co-requisite: NU 680

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU682 - Advanced Practice Addictions Nursing II

Overview

Subject code
NU

Course Number
682

Course Long Title
Advanced Practice Addictions Nursing II

Credits
3

Course Description
This is the second of two courses where students will continue to develop the essential knowledge, skills, and attitudes needed to assess, diagnose, and treat individuals, groups, and families experiencing addiction. Students will continue to synthesize course content and apply concepts related to advanced practice addictions nursing direct care, leadership, and transdisciplinary roles. Pre-requisites: NU 680

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU683 - Adv.Practice Addictions NU Practicum II

Overview

Subject code
NU

Course Number
683

Course Long Title
Adv.Practice Addictions NU Practicum II

Credits
3

Course Description
This is the second of two clinical practicum courses that focuses on the knowledge, skills, and attitudes needed to care for individuals, groups, and families experiencing addiction. This course provides students with opportunities to apply theoretical and didactic content from NU 671 and NU 673 in the context of a supervised 250 hour clinical practicum experience. Students in this course attend weekly synchronous virtual seminar meetings in groups of a maximum of six students per group. Prerequisites: Advanced practice nurse licensure, NU 680, NU 681; NU 682 is a pre- or corequisite

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU689 - Behavioral&Process Addictions

Overview

Subject code
NU

Course Number
689

Course Long Title
Behavioral&Process Addictions

Credits
3

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NU710 - Informatics in Health Care

Overview

Subject code
NU

Course Number
710

Course Long Title
Informatics in Health Care

Credits
3

Course Description
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.

Academic Level
Doctoral

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

NU713 - Adv Epidemiology/Biostatistic

Overview

Subject code
NU

Course Number
713

Course Long Title
Adv Epidemiology/Biostatistic

Credits
3

Course Description
Using the quantitative science of epidemiology and biostatistics, this course examines the basis for identification and analysis of factors that promote and inhibit the health of populations. The course includes the history and methods of epidemiology and contemporary public health issues as well as selected biostatics. Epidemiological methods and biostatics are applied to nursing practice, leadership, education and research.

Academic Level
Doctoral

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

NU716 - Culture & Health:Perspectives

Overview

Subject code
NU

Course Number
716

Course Long Title
Culture & Health:Perspectives

Credits
3

Course Description
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 healthcare system. Frameworks, theories, and models that explore culture and health, generally, and among selected populations, specifically, are identified. Within a crosscultural perspective, quality health care is considered from the perspectives of the individual, family, group or community client, and of the nurse who may be in direct care, educational, leadership or research positions.

Academic Level
Doctoral

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

NU726 - Adv.Research:Evid.BasedPrac I

Overview

Subject code
NU

Course Number
726

Course Long Title
Adv.Research:Evid.BasedPrac I

Credits
3

Course Description
This is the first of two sequential courses that provides the students with an in-depth analysis of quantitative and qualitative research methods used in nursing and health care research. Throughout the course, students will use critical thinking skills to analyze qualitative and quantitative methods as a framework for making decisions regarding clinical problems. Evidence-based practice models will be analyzed to facilitate the identification of a practice problem and the development of an extensive review of the literature.Pre-requisite NU 740

Academic Level
Doctoral

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU631 - Scientific Inq.Evidence Based
- NU740 - DNP Scholarly Project I

Students may take an equivalent advanced graduate research/EBP course to replace NU631.

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

NU727 - AdvResearch:Evid.BasedPrac II

Overview

Subject code
NU

Course Number
727

Course Long Title
AdvResearch:Evid.BasedPrac II

Credits
3

Course Description
This is the second of two sequential courses that will provide the students with the further development of their evidence-based practice project. This course will focus on in-depth analysis of quantitative and qualitative data collection and analysis methods. Utilizing an EBP model, students will develop a comprehensive plan for project implementation and evaluation.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU740 - DNP Scholarly Project I
- NU726 - Adv.Research:Evid.BasedPrac I

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

NU740 - DNP Scholarly Project I

Overview

Subject code
NU

Course Number
740

Course Long Title
DNP Scholarly Project I

Credits
3

Course Description
This seminar-formatted course is the first of a four-course series designed to students in implementing an evidence-based practice (EBP) project. This course will introduce students to the capstone process and progression through the four- course series. Discussions of project scope and quality and development of an EBP project proposal will take place. Students will work with faculty to plan, design and evaluate evidencebased projects. Students will begin the process of program management, gather and critically appraise evidence, develop goals, determine expected project outcomes and establish an appropriate time-management plan for the project. As part of this fourcourse sequence, students will engage in 400 hours of mentored experience from the inception of the EBP project to dissemination of the findings.

Academic Level
Doctoral

School
The Richard and Sheila Young School of Nursing

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

NU741 - DNP Scholarly Project II

Overview

Subject code
NU

Course Number
741

Course Long Title
DNP Scholarly Project II

Credits
3

Course Description
This seminar-formatted course is the second of a four-course series designed to assist students in implementing an evidence-based practice (EBP) project. This course will build upon work completed in prior DNP courses, with the focus on three meetings with project chair and mentor throughout the semester, evaluation methods, a proposal hearing, and the submission of an IRB application. Students will continue to document mentored experiences from the inception of the EBP project to dissemination of the findings in Core Elms.Please refer to the Graduate Nursing Manual for details of required hours.

Academic Level
Doctoral

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU740 - DNP Scholarly Project I
- NU726 - Adv.Research:Evid.BasedPrac I
- NU727 - AdvResearch:Evid.BasedPrac II

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

NU742 - DNP Scholarly Project III

Overview

Subject code
NU

Course Number
742

Course Long Title
DNP Scholarly Project III

Credits
3

Course Description
This seminar-formatted course is the third of a four-course series designed to assist students in implementing an evidence-based practice (EBP) project. The focus of this course is on the implementation of the evidence-based practice project completed in NU 741 Scholarly DNP Project II and subsequent collection of data for evaluation of the project. Students are required to complete a certain number of hours of the mentored experience from the inception of the EBP project to dissemination of the findings.Please refer to the Graduate Nursing Manual for details of required hours.

This the NEW proposed Course Description:

This seminar course is the fifth in a six-course series supporting the implementation of an evidence-based scholarly project. Students focus on project implementation, data collection, and analysis within healthcare delivery systems while continuing to document required DNP project hours toward the graduate hour program requirement. Emphasis is placed on evidence-based strategies, project management, and dissemination planning. Successful completion of NU-742 requires submission of Institutional Review Board (IRB) approval documentation from Regis College and the implementation site. Students will not pass the course without securing IRB approval, as it is essential for project implementation. Pre-requisite: NU 741

Academic Level
Doctoral

School
Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU741 - DNP Scholarly Project II

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Objectives

No change to Program Outcomes-- just Course Outcomes

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Objectives

No change to Program Outcomes-- just Course Outcomes

Synthesize evidence from research and theory to enhance delivery of quality health care.

Objectives

No change to Program Outcomes-- just Course Outcomes

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Objectives

No change to Program Outcomes-- just Course Outcomes

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Objectives

No change to Program Outcomes-- just Course Outcomes

Evaluate ethical, legal, and professional standards of practice.

Objectives
No change to Program Outcomes-- just Course Outcomes

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Objectives
No change to Program Outcomes-- just Course Outcomes

Create an environment that maximizes continued learning and development for professional practice.

Objectives
No change to Program Outcomes-- just Course Outcomes

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

Objectives
No change to Program Outcomes-- just Course Outcomes

NU743 - DNP Scholarly Project IV

Overview

Subject code
NU

Course Number
743

Course Long Title
DNP Scholarly Project IV

Credits
3

Course Description
This seminar-formatted course is the fourth of a four-course series designed to assist students in completing an evidence-based practice (EBP) project. The focus of this course is on analyzing data obtained from the evaluation process and dissemination of the project findings. Students must successfully defend their project orally as well as submit an article to disseminate their EBP project findings and will have completed the required hours of mentored experience in this course publication or abstract for professional presentation and an executive summary. Please refer to the Graduate Nursing Manual for details of required hours.

Academic Level
Doctoral

School
The Richard and Sheila Young School of Nursing

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NU742 - DNP Scholarly Project III

Learning Outcomes

Learning Objectives

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery

Synthesize evidence from research and theory to enhance delivery of quality health care.

Develop systems supportive of effective communication at the organizational and interdisciplinary level.

Generate knowledge through research and/or evidence-based practice to advance the nursing profession.

Evaluate ethical, legal, and professional standards of practice.

Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system

Create an environment that maximizes continued learning and development for professional practice.

Evaluate the dynamic forces and issues influencing health care delivery in order to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.

Evaluate the effectiveness of leadership and of educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

NU750 - CNE Preparation Course

Overview

Subject code
NU

Course Number
750

Course Long Title
CNE Preparation Course

Credits
3

Course Description
The Certified Nurse Educator® (CNE®) Preparation Course is an eight-week course designed to prepare nurse educators for CNE® certification. This course is designed to be a preparation course as opposed to a review course. Students will develop strategies to conduct a self-assessment of content mastery or topic areas that may need further study. This course is the first step in preparing to take the CNE® examination.

Academic Level
Graduate

School
The Richard and Sheila Young School of Nursing

NUNU 101DAST - Advance Standing Testing NU 101 Fundamentals of Nursing Practice

Overview

Subject code
NU

Course Number
NU 101DAST

Course Long Title
Advance Standing Testing NU 101 Fundamentals of Nursing Practice

Credits
9

Course Description
This course is for the day cohort that allows students in the Associate of Science in Nursing Program who are eligible for Advanced Standing Testing of NU 101, Fundamentals of Nursing Practice to have access to course content for test preparation. Course content covers health promotion, restoration, and maintenance. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to the Pre-licensure Associate of Science in Nursing Handbook Addenda for the Advanced Standing Testing policy. 9 credits will be awarded for passing the didactic test and clinical skills evaluation.

Academic Level
646fe6f6-df1d-4004-a1a1-609ba3444e31

School
Young School of Nursing

NUNU 101EAST - Advanced Standing Testing of NU 101, Fundamentals of Nursing Practice

Overview

Subject code
NU

Course Number
NU 101EAST

Course Long Title
Advanced Standing Testing of NU 101, Fundamentals of Nursing Practice

Credits
9

Course Description
This course is for the evening/weekend cohort that allows students in the Associate of Science in Nursing Program who are eligible for Advanced Standing Testing of NU 101, Fundamentals of Nursing Practice to have access to course content for test preparation. Course content covers health promotion, restoration, and maintenance. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to the Pre-licensure Associate of Science in Nursing Handbook Addenda for the Advanced Standing Testing policy. 9 credits will be awarded for passing the didactic test and clinical skills evaluation.

Academic Level
646fe6f6-df1d-4004-a1a1-609ba3444e31

School
Young School of Nursing

NUNU 102DAST - Advance Standing Testing NU 102, Adult Nursing Practice

Overview

Subject code
NU

Course Number
NU 102DAST

Course Long Title
Advance Standing Testing NU 102, Adult Nursing Practice

Credits
10

Course Description
This course is for the day cohort that allows students in the Associate of Science in Nursing Program who are eligible for Advanced Standing Testing of NU 102, Adult Nursing Practice to have access to course content for test preparation. Course content covers the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to the Pre-licensure Associate of Science in Nursing Handbook Addenda for the Advanced Standing Testing policy. 10 credits will be awarded for passing the didactic test and clinical skills evaluation.

Academic Level
646fe6f6-df1d-4004-a1a1-609ba3444e31

School
Young School of Nursing

NUNU 102EAST - Advance Standing Testing NU 102, Adult Nursing Practice

Overview

Subject code
NU

Course Number
NU 102EAST

Course Long Title
Advance Standing Testing NU 102, Adult Nursing Practice

Credits
10

Course Description
This course is for the evening/weekend cohort that allows students in the Associate of Science in Nursing Program who are eligible for Advanced Standing Testing of NU 102, Adult Nursing Practice to have access to course content for test preparation. Course content covers the knowledge and skills essential for the nursing management of adult medical and surgical individuals as they adapt to changes in the health/illness spectrum. Requisites: This course is only taken if students are eligible for advanced standing testing. Refer to the Pre-licensure Associate of Science in Nursing Handbook Addenda for the Advanced Standing Testing policy. 10 credits will be awarded for passing the didactic test and clinical skills evaluation.

Academic Level
646fe6f6-df1d-4004-a1a1-609ba3444e31

School
Young School of Nursing

NUTR103 - Introduction to Nutrition

Overview

Subject code
NUTR

Course Number
103

Course Long Title
Introduction to Nutrition

Credits
3

Course Description
Nutrition is the study of foods and health. Introduction to Nutrition will introduce students to nutrition concepts such as how food nourishes the body and the role of nutrition in human health. An emphasis will be placed on the roles of key nutrients in the body including water, minerals, vitamins, fats, protein and carbohydrates. In addition, this course will examine the components of a nutritious diet, dietary recommendations intended to guide the public, the relationship between nutrition and fitness, energy balance and body weight, diet and disease, food safety and food technology, social and economic factors that drive nutrition choices and the global nutrition environment. This course will delve into to the complexities of current topics and controversies in nutrition such as: Are carbohydrates bad for you? Do popular weight-loss diets work? Whose diet is best for optimal health: vegetarians or meat eaters? Are new food technologies safe? (This course is intended for non-nutrition majors and will not fulfill the requirement for nutrition majors and nursing students.)

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify nutrients essential for human health, food sources of these nutrients, why they are needed, and their recommended intake

2 Describe the aspects of digestion, absorption, and transport of ingested food

3 Discuss the basic chemical structure of carbohydrates, lipids, and proteins and how the body uses them

4 Explain the roles of vitamins, minerals, and water in the body

5 Explain the concept of energy balance and the key factors in weight regulation

6 Discuss how nutrition affects athletic performance

7 Discuss the link between nutrition and health outcomes, along with the various interventions that exist to address these outcomes

8 Discuss food security, equity, safety, and sustainability, along with the cultural and economic factors that drive food choices

9 Analyze personal dietary pattern using available resources

10 Summarize nutritional needs throughout the life cycle

11 Critically evaluate current topics and emerging controversies in nutrition

12 Students will assess and articulate positions on a contemporary issue with an awareness and appreciation of the viewpoints of others

NUTR205 - Nutrition Along Hlth Continuu

Overview

Subject code
NUTR

Course Number
205

Course Long Title
Nutrition Along Hlth Continuu

Credits
3

Course Description
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 healthcare professional.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the basics of nutrition, nutritional standards and guidelines

2 Describe the role of nutrition in health promotion and illness prevention

3 Describe the process of digestion and absorption

4 Discuss body metabolism and energy generation, energy storage and energy release

5 Describe the nutritional needs through the life cycle

6 Assess the role of the health care provider to address the nutritional needs of the client; including the cultural and ethnic aspects

7 Describe interventions used to address the nutritional needs of clients, including cultural and ethnic issues that may arise

8 Examine medical nutrition therapy in disease-states utilizing an organ-system approach

9 Explore nutrition therapy in its role related to the prevention and treatment of medical conditions

NUTR248 - Food & Society

Overview

Subject code
NUTR

Course Number
248

Course Long Title
Food & Society

Credits
3

Course Description
Food affects everything. This course will address the historical, ecological, biopsychosocial, economic, religious, political, and cultural conditions influencing the human diet and health outcomes. Within each of these, the complex relationships that determine what people eat will be examined along with how the roots of American food have led to modern day food system dilemmas.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe how historical, ecological, biopsychosocial, economic, religious, political, and cultural conditions influence food intake

2 Discuss the multidimensional relationship between food and identity, including gender, power, race, and other personal and sociocultural constructs

3 Use media such as cookbooks, music, and film to explore concepts related to food, culture, and society

4 Analyze how social structures, socioeconomics, marketing, and culture have led to injustices in the food system, and the related outcomes

5 Investigate the varied viewpoints regarding a specific aspect of food systems

6 Investigate the interconnected relationships of the food system

NUTR250 - Obesity & Body Weight Mgmt.

Overview

Subject code
NUTR

Course Number
250

Course Long Title
Obesity & Body Weight Mgmt.

Credits
3

Course Description
This course provides an overview of the epidemiology, physiology, chronic disease implications, and current state of preventive and therapeutic interventions for obesity in adults and children. Public health policy approaches to healthy nutrition and physical activity promotion will also be addressed. Prereq HFS 150 and NUTR 103 recommended

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the bioenergetics of fat metabolism, as well as the physiologic basis of obesity and its comorbidities

2 Investigate the genetic, physiologic, and environmental factors that contribute to obesity

3 Examine and utilize various methods of assessing weight and body composition

4 Evaluate personal dietary intake using information discussed in class

5 Compare/Contrast interventions for the management of body weight and obesity and evaluate their effectiveness

6 Evaluate current scientific literature relevant to the management of obesity through nutritional, exercise, behavioral, pharmacological, and surgical intervention

7 Evaluate non-scientific material (infomercials, on-line ads, etc) related to obesity management

8 Analyze the impact of personal, socioeconomic, cultural, environmental, and policy factors on obesity in America

9 Discuss various factors related to the Obesogenic Environment demonstrating thoughtful preparation, and willingness to listen to opposing points of view

10 Participate in community event/program to promote obesity prevention and healthy nutrition awareness

NUTR319 - Life Cycle Nutrition

Overview

Subject code
NUTR

Course Number
319

Course Long Title
Life Cycle Nutrition

Credits
3

Course Description
Lifestyle nutrition will discuss the nutritional needs of a person at each stage of life, from conception in the womb to old age. An emphasis will be placed on understanding the physiology of each life stage, so as to conceptually link them with their corresponding nutritional needs. In addition to the nutrition of healthy children and adults, the requirements for special needs populations will also be discussed. Nutritional policies that have been established for the guidance of health care professionals and the general population will be studied, along with educational tools and opportunities resulting from these policies. Students will also investigate and critically evaluate current literature on a variety of controversial topics. Prerequisites: NUTR 103 or NUTR 205; or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Differentiate the lifestyle stages of the human body and demonstrate the various nutritional requirements to meet the changing metabolic needs from conception to old age

2 Analyze the key nutrients at each major life stage, what foods they are found in, why they are needed, and how much is needed

3 Compare and contrast diet and lifestyle modifications that can be used to prevent/treat the onset of chronic disease

4 Evaluate public policy as it relates to nutrition through the lifespan

5 Articulate the nature, significance, meaning of the concepts of volunteerism and civic engagement, identify strategies for involvement, and recognize the impact of actions on an individual, community, and society

6 Participate in community outreach by providing sound nutrition information and related nutrition activities

7 Critically evaluate nutrition research

NUTR320 - Community Nutrition

Overview

Subject code
NUTR

Course Number
320

Course Long Title
Community Nutrition

Credits
3

Course Description
This course will introduce students to the practice of community nutrition, applied nutrition, and nutrition education in community health care and other settings. The effect of social, economic, environmental, cultural, and political factors on health and nutrition policies and programs designed to enhance the well-being of population groups will be discussed. Students will also examine federal, state, and local assistance programs. Prerequisite NUTR 103 or NUTR 205; or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Integrate knowledge from the natural, social and behavioral sciences with business development and management practices and apply it to food and nutrition community programs

2 Analyze nutrition-related community programs as a process in terms of needs assessment, program development, intervention and evaluation

3 Articulate the community nutritionists professional roles and responsibilities for all demographics, including advocacy, in verbal, written and technology forms of communication

4 Demonstrate a thorough knowledge of the global, federal, state, and local agencies and programs currently addressing food needs and nutritional issues for various community constituencies

5 Analyze and explain global, federal, state or local public policy positions regarding nutrition in the community

6 Source, develop and modify appropriate nutrition educational materials suited to people from diverse cultural, socioeconomic, and life cycle populations

7 Extract principles and appropriate factual materials from lectures, readings, and course resources

8 Constructively critique and discuss materials presented in lectures, readings, and assignments, evaluating content in the light of other readings and various opinions

9 Write clearly, concisely, and accurately, using library services efficiently

10 Develop and present projects on nutrition policy, materials development, and grant applications

NUTR323 - Meal Plan&nutricounsel/Lab

Overview

Subject code
NUTR

Course Number
323

Course Long Title
Meal Plan&nutricounsel/Lab

Credits
3

Course Description
This course will provide students with practical applied experience in nutrition counseling and menu planning for health and disease states based on scientific food and nutrition principles. Students will plan menus and practice appropriate counseling techniques for classmates and/or Regis Health Center clients with instructor supervision. Prerequisites: NU 205, HFS 319; BI 211 recommended, or permission of the instructor

Academic Level
Undergraduate

School
School of Health Sciences

NUTR324 - Exp. Foods & FoodPrep/Lab

Overview

Subject code
NUTR

Course Number
324

Course Long Title
Exp. Foods & FoodPrep/Lab

Credits
3

Course Description
This course will provide students with practical experience in food preparation, cooking, food science and recipe development for health and disease states based on scientific food and nutrition principles. This will include the chemistry of recipe development, principles of food evaluation, and metabolic utilization of food in disease states. Students will plan and prepare meals according to specific RDA guidelines, as well as modify and test recipes with instructor supervision. Prerequisite: NU 205, HFS 323; BI 211 recommended, or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

NUTR325 - Food Science & Preparation

Overview

Subject code
NUTR

Course Number
325

Course Long Title
Food Science & Preparation

Credits
3

Course Description
This course will provide students with practical experience in food preparation, ingredient selection, meal design, and food science. Students will increase food literacy through understanding the complex dynamics of how food is grown, procured, prepared, and eaten while using a framework of health promotion, equity, and sustainability. Students will plan and prepare meals according to specific guidelines, as well as evaluate, test, and modify recipes for diverse populations. Prerequisite(s): NUTR 103 or 205; or with instructor permissio

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the importance of cultural and social influences in sensory preference, food pairing, and meal preparation

2 Discuss United States food policy as it relates to local and industrial food production and practices

3 Practice basic concepts important to food preparation, including food safety, proper equipment use, and knife skills

4 Apply knowledge from nutrition science, social science, sustainability, and economics to meal planning for health across a diverse population

5 Demonstrate professional behaviors including leadership, collaboration, and communication during various class activities

6 Create recipe modifications based on specific health outcomes and interventions

7 Prepare a meal based around a framework of health promotion, equity, and sustainability

8 Evaluate strategies involved in healthy cooking, such as ingredient sourcing, alignment with national dietary guidelines, and seasonal practices

9 Critique menus and various meal plans, and make recommendations and modifications for healthy dining according to established standards for various populations

NUTR330 - Pathophysio.& Nutri.Therapy

Overview

Subject code
NUTR

Course Number
330

Course Long Title
Pathophysio.& Nutri.Therapy

Credits
3

Course Description
This course examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; injury and metabolic stress; and dysfunctions of the circulatory, respiratory, gastrointestinal, urinary, nervous, and endocrine systems. Students will also consider risk factors and physiological adaptation to various disease conditions. Course emphasizes medical nutrition therapy in acute and chronic disease. Prerequisites: BI 105 and BI 106, NU 205, CH 101 and CH 102. A grade of C- or above must be earned in all prerequisites.

Academic Level
Undergraduate

School
School of Health Sciences

NUTR334 - Medical Nutrition Therapy I

Overview

Subject code
NUTR

Course Number
334

Course Long Title
Medical Nutrition Therapy I

Credits
3

Course Description
Part I of a two-semester course designed to provide students with the opportunity to study theories and principles of pathophysiology and medical nutrition therapy. Part I of this course examines mechanisms of disease causation; professional ethics; medical terminology; nutrition assessment; nutrition diagnosis and intervention; nutritional support methods; and strategies for counseling and behavior change for specific conditions and populations. Students will practice counseling techniques with instructor supervision. Prereqs BI 106;NUTR 103 or NUTR 205 or with instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the pathophysiology of selected diseases and how nutrition impacts the outcome of each disease state

2 Articulate the role of diet and specific nutrients in disease prevention, progression, and treatment

3 Practice nutrition counseling techniques with instructor supervision

4 Document client interaction in appropriate health record form using established professional guidelines and language based on the Academy of Nutrition and Dietetics Evidence Analysis Library

5 Incorporate nutrient, fluid, and energy requirements into dietary and supplement recommendations and meal plans compatible with the clients age, disease state, dietary habits, and preferences

6 Integrate the dietitians professional roles and responsibilities in course-related activities and assignments

7 Evaluate pertinent diagnostic information and medical treatment to assess the nutritional status and needs of patients with diseases

8 Interpret current research surrounding controversies in nutrition

NUTR335 - Medical Nutrition Therapy II

Overview

Subject code
NUTR

Course Number
335

Course Long Title
Medical Nutrition Therapy II

Credits
3

Course Description
Part II of a two-semester course designed to provide students with the opportunity to study theories and principles of pathophysiology and medical nutrition therapy. Part II of this course builds on foundation knowledge and practices addressed in Medical Nutrition Therapy I. It further examines mechanisms of disease causation; professional ethics; medical terminology; nutrition assessment; nutrition diagnosis and intervention; nutritional support methods; and strategies for counseling and behavior change for specific conditions and populations. Students will practice counseling techniques with instructor supervision. Prereq NUTR 334 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the pathophysiology of selected diseases and how nutrition impacts the outcome of each disease state

2 Articulate the role of diet and specific nutrients in disease prevention, progression, and treatment

3 Practice nutrition counseling techniques with instructor supervision

4 Document client interaction in appropriate health record form using established professional guidelines and language based on the Academy of Nutrition and Dietetics Evidence Analysis Library

5 Incorporate nutrient, fluid, and energy requirements into dietary and supplement recommendations and meal plans compatible with the clients age, disease state, dietary habits, and preferences

6 Integrate the dietitians professional roles and responsibilities in course-related activities and assignments

7 Evaluate pertinent diagnostic information and medical treatment to assess the nutritional status and needs of patients with diseases

8 Interpret current research surrounding controversies in nutrition

OTH600 - Human Occupation

Overview

Subject code
OTH

Course Number
600

Course Long Title
Human Occupation

Credits
3

Course Description
This course introduces students to the broad concept of occupation by exploring ways people acquire skills for occupational performance. Students will develop an understanding of the relations between health and occupation, disability and occupation, and explore how humans find meaning in their lives, through occupation. Students will examine developmental themes and models of childhood and adolescent occupation, including activities of daily living, play, education, social skill development, and vocational exploration. The impact of physical, psychological, cognition, and social development on the child as well as the influence of caretakers, community, and culture will be addressed. Developmental themes and theoretical models of the adult life cycle, from early to late adulthood will include examination of physical, psychological, cognitive, and social changes and the influence of culture, race, and gender on occupations and adaptation. Emphasis will be placed on individual differences and the impact of sociocultural context or areas of occupation such as work, activities of daily living, play, education, social participation, and spiritual practices. Prerequisites: admittance to program

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Apply OT theory through evidence-based assessment of occupational performance in a variety of settings, measured by exams and activity analysis project assignment (ACOTE B 3 4)

2 Demonstrate skills necessary to develop and justify intervention plans for occupational therapy services with a variety of populations and contexts, measured by exams and activity analysis project assignment (ACOTE B 3 6)

3 Define occupation as used in occupational therapy practice and education, measured by exams (ACOTE B 3 2)

4 Articulate value of occupation-based practice in a variety of settings and populations, including intervention, wellness, and health promotion settings, measured by exams (ACOTE B 3 4, B 3 2, B 4 21)

5 Articulate the value of diversity in OT practice and education, measured by exams

6 Utilize person-centered language in documentation and coursework, measured by exams

7 Demonstrate an understanding of the impact of context and culture on assessment and communication in occupational therapy, measured by exams and activity analysis project assignment (ACOTE B 3 1)

8 Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy, and its impact on practice, measured by exams (ACOTE B 3 1)

9 Demonstrate skills and knowledge necessary to complete activity analysis in areas of occupation, performance skills, performance patterns, activity demands, context, environment, and client factors, measured by activity analysis project assignment (ACOTE B 3 6)

10 Demonstrate knowledge of the epidemiological and social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions, measured by exams (ACOTE B 1 3)

11 Demonstrate accurate interpretation of data from standardized assessments to inform practice, measured by assessment project (ACOTE B 1 4)

OTH604 - Occupational Therapy Practice

Overview

Subject code
OTH

Course Number
604

Course Long Title
Occupational Therapy Practice

Credits
3

Course Description
Students will be introduced to foundation knowledge, values, and philosophy of occupational therapy practice and OT practice models and frameworks. Comparison of different frameworks will be conducted based on client profile, contextual surroundings, and individual therapy goals. Students will learn the skills necessary to apply professional behaviors and skills required to be ethical practitioners. They will learn about various practice settings and systems within which occupational therapists practice to prepare them to begin making decisions regarding their fieldwork site selections. Prerequisites: admittance to program

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the relevance of the history and philosophy of the profession to current practice, measured in exams, presentation and advocacy assignment (ACOTE B 3 1)

2 Analyze and evaluate the interaction of activity, occupation, and components of occupational performance, measured in exams, presentation and advocacy assignment (ACOTE B 3 2)

3 Demonstrate knowledge and understanding of relevant ethical resolution processes, including use of the AOTA Code of Ethics, measured in exams (ACOTE B 7 1)

4 Compare, contrast, and apply models of practice and frames of reference used in OT practice, measured in exams, presentation and advocacy assignment (ACOTE B 2 1, B 4 0)

5 Describe and justify the varied roles of occupational therapy practitioners in a variety of practices and settings, including as part of interdisciplinary teams, measured by exams, presentation and advocacy assignment (ACOTE B 7 5)

6 Describe current systems, settings, and reimbursement models, and their influence on OT practice including assessment, intervention planning, and documentation, measured by exams, presentation and advocacy assignment (ACOTE B 2 1, B 4 29, B 5 1, B 5 4, B 5 6)

7 Demonstrate effective professional communication, including both handwritten and electronic documentation systems, measured by exams, presentation and advocacy assignment (ACOTE B 4 15)

8 Develop and describe effective supervision strategies for working with OT assistants and aides, measured by exams, presentation and advocacy assignment (ACOTE B 4 24, B 5 8)

OTH608 - OT Prac.-Psychosocial Dysfunction/Lab

Overview

Subject code
OTH

Course Number
608

Course Long Title
OT Prac.-Psychosocial Dysfunction/ Lab

Credits
4

Course Description
This course examines the evaluation of psychosocial and psychoemotional areas of occupational performance and the planning and implementation of occupation-based interventions across domains of practice and client populations. The course addresses developing a client's occupational profile, narrative reasoning, and therapeutic use of self, behavioral change, illness representation, and adjustment to chronic disorders. A specific focus of the course is evaluation of and intervention for clients presenting with mental health disorders. Students will review the theoretical backgrounds that have historical or current significance in the practice of occupational therapy with individuals who are mentally ill. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge and understanding of how human behavior, psychosocial conditions, trauma, diseases, and cognitive performance impact occupational performance, measured by exams and practical exams (ACOTE B 1 3, B 2 6, B 5 8)

2 Demonstrate competence with selecting correct standardized and non-standardized assessments to assess client occupational performance, measured by exams and practical exams (ACOTE B 4 1 & B 4 2)

3 Interpret evaluation data in context of sociocultural, socioeconomic, diversity, and lifestyle choice factors in compliance with the scope of the OT practice domain and framework, measured by exams, service learning project, and practical exams (ACOTE B 1 4, B 4 4, & B 4 8)

4 Select and provide OT interventions based on evaluation data from standardized and non-standardized assessments, measured by exams and practical exams (ACOTE B 5 1 & B 5 2)

5 Select and provide therapeutic activities, occupations, and exercises appropriate to address psychosocial dysfunction measured by practical exams (ACOTE B 5 3)

6 Provide skill development, remediation, and compensation activities for addressing psychosocial dysfunction, measured by practical exams (ACOTE B 5 6)

OTH612 - OT Prac-Physical Dys/Lab

Overview

Subject code
OTH

Course Number
612

Course Long Title
OT Prac-Physical Dys/Lab

Credits
4

Course Description
Basic treatment principles for neurologic, orthopedic, degenerative, and traumatic conditions, including CVA, arthritis, burns, fractures, and spinal cord injuries, as well as theory and research in relation to treatment, will be presented during lectures. A basic overview of human body-mind systems will be provided with an emphasis on pathology, the recognition of symptoms, their causes, and the occupational implications of the disorders. Laboratory experiences will stress motor, sensory, and perceptual evaluations; comprehensive treatment planning; splint fabrication; and transfers. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Analyze effects on occupational performance of diseases, trauma, and injuries affecting structure and function of the human body, measured by exams, Case Study / Process Project, and practical exams (ACOTE B 1 1, B 2 6)

2 Demonstrate safe techniques and sound judgment for all evaluation and intervention procedures, measured by exams and practical exams (ACOTE B 2 8)

3 Provide therapeutic use of occupation, activity, and exercise to develop, remediate or compensate for deficits in skills with functional tasks, with clearly articulated clinical reasoning, measured by exams and practical exams (ACOTE B 2 10, B 5 3, B 5 6)

4 Select and demonstrate accurate use of standardized and non-standardized assessments, including awareness of factors which may bias results, measured by exams and practical exams (ACOTE B 4 1, B 4 2, B 4 3, B 4 7)

5 Interpret assessment results within the correct theoretical framework and effectively communicate results using correct terminology, measured by exams and practical exams (ACOTE B 4 4, B 4 6, B 4 8)

6 Select and provide interventions based on accurate interpretation of assessment data, measured by exams and practical exams (ACOTE B 5 1, B 5 2)

7 Provide application, fitting, and training in orthotic and prosthetic devices to enhance occupational performance, measured by exams and practical exams (ACOTE B 5 11)

8 Explain the correct and safe use of deep thermal and electrotherapeutic modalities as a preparatory measure, measured by exams (ACOTE B 5 16)

OTH616 - Group Dynamics/Lab

Overview

Subject code
OTH

Course Number
616

Course Long Title
Group Dynamics/Lab

Credits
4

Course Description
Group Dynamics involves the exploration of the interactions that occur in small and large group systems. Classes and readings focus on theories of group process that lead to effective group functioning, theories of small group functioning and elements of group process that lead to effective group formation, development, and closure. Group experiences in class will assist in integrating theoretical learning, building upon skills for group observation, leadership, and individual membership. The class will be part of its own laboratory in small group dynamics. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Use principles of teaching and learning to design and implement group interventions with a variety of populations and settings, measured by exams, group protocols, and lab assessments (ACOTE B 5 4 & B 5 19)

2 Demonstrate and recognize effective therapeutic use of self in a group intervention context, measured by lab assessments (ACOTE B 5 7)

3 Identify and demonstrate skills in supervision and collaboration with other practitioners, including those in other disciplines, as measured by lab assessments and group protocols (ACOTE B 5 21 & B 5 25)

OTH620 - OT Eval/Intervention-Child&Adolesc/Lab

Overview

Subject code
OTH

Course Number
620

Course Long Title
OT Eval/Intervention-Child&Adolesc/Lab

Credits
4

Course Description
Students will gain foundational knowledge of OT evaluation and intervention processes. Students will apply clinical reasoning for the evaluation and treatment of children with various conditions and across age groups. Course content will focus on supporting the occupations of the child within an environmental context with an emphasis on family and sociocultural factors. Students will examine major theoretical frames of reference based upon current research and will learn to apply this to planning occupational therapy evaluations and interventions. Students will learn common assessment tools used by occupational therapists, and how to select and critique evaluation methods. Select cases will be used for the application of knowledge, interventions, and frames of reference used with children. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 - Demonstrate use of technology to support occupational performance, health, and well-being, measured by lab assignments (ACOTE B 4 15)

2 - Demonstrate ability to grade and adapt activities and the environment to meet changing client needs, including use of ergonomic principles, assistive technologies, and environmental modification, measured by lab assignments (ACOTE B 4 18)

3 - Demonstrate design, fit, and use of compensatory strategies, including technology and environmental adaptations, to enhance occupational performance, measured by lab assignments (ACOTE B 4 3 & B 4 11)

4 - Demonstrate use of standardized and non-standardized assessments to justify need for OT services, including proper tool selection, accurate use of assessments, and accurate interpretation of data from assessments, measured by lab assignments and discussion board questions (ACOTE B 1 4, B 4 4, B 4 5, B 4 6, & B 4 7)

5 - Demonstrate understanding of effective case management strategies for clients, including use of evaluations to develop intervention plans, monitoring changes in client status, collaborating with clients and stakeholders in intervention planning, and termination of services when necessary, measured by lab assignments, and discussion board questions (ACOTE B 4 0, B 4 22, & B 4 28)

6 - Compare, contrast, and demonstrate application of models of practice which inform OT evaluation and intervention, measured by fieldwork assignments and discussion board questions (ACOTE B 2 1, & B 4 0)

7 - Provide training in ADL, IADL, and functional mobility components of occupational performance, measured by lab assignments (ACOTE B 4 13 & B 4 21)

8 - Demonstrate an understanding of human behavior and developmental principles as they apply to OT practice, measured by discussion board questions and observation report (ACOTE B 1 1)

9 - Demonstrate the skills necessary for inter-professional collaboration in various contexts for OT evaluation and intervention, measured by discussion board questions (ACOTE B 4 23)

10 - Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable as measured by discussion board questions (ACOTE B 4 25)

11 - Demonstrate skills necessary for promoting the OT profession with stakeholders and other professionals in a variety of contexts, measured by evaluation report, and fieldwork assignments (ACOTE B 7 3)

12 - Identify the roles of OT in a variety of settings with a variety of populations, measured by fieldwork assignments and discussion board questions

OTH624 - OT Eval/Int-Adults&OldAdults/Lab

Overview

Subject code
OTH

Course Number
624

Course Long Title
OT Eval/Int-Adults&OldAdults/Lab

Credits
4

Course Description
Students will gain foundational knowledge of OT evaluation and intervention processes with adults with neurological and orthopedic conditions. Students will apply the clinical reasoning processes to clinical practice with adults with various types of medical conditions. Students will learn about common assessment tools available to occupational therapists for adults, as well as where, when, and how to apply them. The course includes examination of theories of aging, including physiological, psychological, and functional changes and the influence of culture, race, and gender in the experience of aging. Through clinical reasoning, students will learn to evaluate and facilitate functional performance in older adults in a variety of environments, ranging from community to institutional settings. Students will develop technical skills in administering selected evaluation tools and integrating assessment data and demonstrate clinical decisions about intervention, planning, and implementation. Selected cases will be used for application of knowledge. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial, OT Practice in Physical Dysfunction/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Evaluate and discuss rationale and mechanism for referrals to specialists inside and outside of the profession, measured by exams and PBL assignments (ACOTE B 4 26)

2 Demonstrate and justify the evidence-based use of occupation to promote health, wellness, and life balance, measured by exams and PBL assignments (ACOTE B 3 4 & B 2 9)

3 Demonstrate and justify the evidence-based use of occupational for prevention of disease, illness, and dysfunction for persons, groups, and populations (ACOTE B 3 4)

4 Apply and evaluate OT theories and models of practice to assessment and intervention plans in a variety of contexts with a variety of clients, groups, and populations, measured by exams, self/peer assessments, fieldwork assignments, curricular thread assignment, and PBL assignments (ACOTE B 3 1)

5 Demonstrate need and rationale for services through documentation that meets standards for reimbursement, regulatory agencies, appeal processes, and other stakeholders, measured by practical exam, PBL assignments, and fieldwork assignments (ACOTE B 4 29)

6 Monitor, adjust, and terminate services when appropriate to the need, context, and goals of the client and their stakeholders, providing guidance and planning to stakeholders as needed, measured by self/peer assessments, PBL assignments, and exams (ACOTE B 4 22 & B 4 28)

7 Evaluate and provide training in self-care, including feeding, ADLs, and IADLs, based on an understanding of the client, their context, caregivers, precautions, and the structure and function of the human body, measured by practical exam, PBL assignments, and exams (ACOTE B 1 1, B 4 16, & B 4 21)

8 Develop and implement intervention strategies to address cognitive, visual, psychosocial, and behavioral deficits that affect occupational performance, measured by exams and PBL assignments (ACOTE B 4 9)

9 Provide recommendations and training in techniques to enhance community mobility including driver rehabilitation and community access, measured by exams and PBL assignments (ACOTE B 4 14)

10 Develop and provide home and community-based interventions that support performance in contexts and developmentally-appropriate roles relevant to the client, measured by exams and PBL assignments (ACOTE B 1 1 & B 4 27)

11 Develop and provide education and training to the client and their caregivers to support participation, health literacy, and occupational performance in home and community settings, measured by exams and PBL assignments (ACOTE B 4 21)

12 Select and teach strategies for promotion, compensation, and prevention, including the use of technology and adaptations to support performance and wellbeing, measured by exams and PBL assignments (ACOTE B 4 3)

OTH628 - Community Based Practice/Lab

Overview

Subject code
OTH

Course Number
628

Course Long Title
Community Based Practice/Lab

Credits
4

Course Description
Students will learn the necessary knowledge, and roles utilized by occupational therapists in settings. Topics will include planning, design, and implementation; legislative and systems issues to community-based practice; program evaluation; entrepreneurship; and future directions in community-based practice. Students will discuss and evaluate models for early intervention programs, adult day health programs, primary care models, low vision and fall prevention programs, forensic mental health, return-to-work, and other similar models of community-based practice. This course includes a service learning component. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 - Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services (ACOTE B 7 1)

2 - Demonstrate an understanding of the process to locate and secure grant funding (ACOTE B 8 9)

3 - Promote the unique value of occupation and OT through education in a variety of settings (ACOTE B 2 3 & B 9 3)

4 - Demonstrate skills to plan, organize, evaluate, and market OT services for community-based practice settings (ACOTE B 5 30, B 7 5, & B 7 6)

5 - Develop strategies to assist clients in maximizing quality of life through access to OT services, based on an understanding of global social issues and the health/wellness needs of the community (ACOTE B 1 6, B 2 9, & B 9 12)

6 - Understand when and how to use the consultative process with groups, programs, organizations, or communities (ACOTE B 5 26)

7 - Describe varied roles of OT in community based settings, including care coordination, case management, transition management, and advocate for service delivery changes, in traditional and emerging areas of practice (ACOTE B 5 27 & B 6 4)

8 - Demonstrate professional interaction skills with clients in the community while providing program recommendations and functional training (ACOTE B 5 13 & B 5 20)

9 - Demonstrate program planning, development, organization, quality improvement, and marketing of OT service delivery (ACOTE B 5 6 & B 5 7)

10 - Articulate the unique nature and value of occupation as therapy as viewed by the profession of occupational therapy (ACOTE B 3 3)

11 - Organize, collect, and analyze data for evaluation of practice outcomes (ACOTE B 4 6)

OTH632 - Assistive Technology

Overview

Subject code
OTH

Course Number
632

Course Long Title
Assistive Technology

Credits
3

Course Description
This course will examine the problems associated with designing and providing assistive devices to individuals with disabilities, in order to assist mobility, communication, positioning, environmental control, and daily living. Processes discussed will include needs assessment, search for available devices, resources available, and creative problem solving. Students will work with materials commonly used to create individualized devices, as well as in teams on a design for a specific user or group. Problems of funding and delivery of devices will also be explored. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 - Demonstrate use of evidence-based clinical reasoning to explain need and use of compensatory strategies to maximize functional independence, including use of assistive technology, as measured by exam, projects, and environmental adaptation (ACOTE B 2 10)

2 - Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan (ACOTE B 2 7)

3 - Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes ACOTE B 3 5)

4 - Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e g , vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception) (ACOTE B 5 6)

5 - Provide and train in the use of assistive technology interventions that enhance functional mobility, including collaboration with other professions, as measured by exam, projects, and environmental adaptation (ACOTE B 5 12)

6 - Apply grading and adapting of environments, tools, materials, occupations, and interventions to meet the changing needs of the client, the context, and technological advances, as measured by exam, projects, and environmental adaptation (ACOTE B 5 23)

7 - Demonstrate sensitivity to diversity and socioeconomic factors when recommending and training with adaptations, as measured by projects and environmental adaptation (ACOTE B 1 4)

OTH636 - Research Methods

Overview

Subject code
OTH

Course Number
636

Course Long Title
Research Methods

Credits
3

Course Description
This course will explore components of the research process in the context of occupational therapy. This includes developing research questions, conducting a literature search and review, data collection and data analysis, drawing conclusions from data, ethics in research, and sharing research findings. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Articulate the importance of scholarly activities to knowledge, theory development, and professional advocacy in the OT profession, measured by exam, article critique, research poster, and poster presentation (ACOTE B 2 2, B 6 4, B 8 1)

2 Demonstrate skills necessary to evaluate the quality of evidence for practice, measured by exam, article critique, research poster, and poster presentation (ACOTE B 6 1)

3 Demonstrate coding, analysis, and evaluation of quantitative and qualitative data for research, measured by practice data sets, article critique, exam, and research poster (ACOTE B 6 2)

4 Critically evaluate the validity of research studies, measured by article critique and research poster (ACOTE B 6 1, B 6 3)

5 Demonstrate ability to design and present a professional quality research poster, measured by research poster presentation (ACOTE B 6 3, B 6 6)

6 Participate in scholarly activities that evaluate professional practice, measured by practice data set, article critique, and research poster (ACOTE B 6 1, B 6 5)

7 Write and present a scholarly report for presentation, measured by research poster and poster presentation (ACOTE B 6 3, B 6 6)

OTH640 - School-Based Practice

Overview

Subject code
OTH

Course Number
640

Course Long Title
School-Based Practice

Credits
3

Course Description
Students will gain knowledge and experience in the practical application of educationally relevant occupational therapy service provision in the context of the school. Topics include: screening, assessment, planning, and implementation of interventions, consultation models, documentation, the individualized educational plan (IEP) process, understanding eligibility for special education services, evaluation of caseloads, and direct and alternative strategies for supporting children in the educational process. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, OT Eval & Intervention Children/Adolescents/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 - Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies (ACOTE B 4 25)

2 - Demonstrate effective intraprofessional OT/OTA collaboration to Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants (ACOTE B 4 24)

3 - Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues (ACOTE B 4 19)

4 - Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments (ACOTE B 4 20)

5 - Demonstrate knowledge of various reimbursement systems and funding mechanisms (e g , federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e g , CPT, ICD, DSM codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy Documentation must effectively communicate the need and rationale for occupational therapy services (ACOTE B 4 29)

6 - Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy (ACOTE B 5 1)

7 - Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge This includes the Level of evidence, Validity of research studies, Strength of the methodology, Relevance to the profession of occupational therapy Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions Participate in scholarly activities that align with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e g , Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning) This may include a literature review that requires analysis and synthesis of data Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard A research project is not required for this Standard, and narrative reviews do not meet this Standard (ACOTE B 6 1)

8 - Demonstrate knowledge of personal and professional responsibilities related to Liability issues under current models of service provision Varied roles of the occupational therapist providing service on a contractual basis (ACOTE B 7 5)

9 - Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention (ACOTE B 4 22)

OTH644 - Clinical Reasoning in OT

Overview

Subject code
OTH

Course Number
644

Course Long Title
Clinical Reasoning in OT

Credits
3

Course Description
This course will focus on the development of occupational therapy reasoning skills based on theoretical and practice learning. Emphasis will be placed on the ability to make, reflect on, analyze, and critique observations, as well as make interpretations based on these observations. Students will explore the procedural components of the clinical reasoning process with reference to the profession's practice framework, evidence-based practice, selected theoretical models, and practice areas. Topics include: principles of evaluation, outcome measures, evidence-based practice, client-centered practice, clinical documentation, pain management, client problem and goal identification, development of PICO questions, searching and analyzing literature, preparing Rx plans, and presentation to the client. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, OT Practice in Psychosocial Dysfunction/Lab, OT Practice in Physical Dysfunction/Lab, Group Dynamics/Lab, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/ Lab, Community Based Practice/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Discuss the process and importance of theory development in occupational therapy, measured by exam, theory development assignment, self-assessment assignments, discussion posts, and interdisciplinary assignments (ACOTE B 2 2)

2 Demonstrate therapeutic use of self as part of the therapeutic process, including personality, insights, perceptions, and judgments, measured by exam, discussion posts, final presentation, self-assessment assignments, and interdisciplinary assignments (ACOTE B 4 1)

3 Use educational methods to address the needs of clients and their stakeholders, measured by exam and interdisciplinary assignments (ACOTE B 4 21)

4 Describe the important impact of scholarly activities on development of a body of knowledge to inform occupational therapy practice, measured by exam, self-assessment assignments, discussion posts, and interdisciplinary assignments (ACOTE B 6 1)

5 Effectively locate, understand, critique, and evaluate information used in clinical reasoning, including evaluation of the quality of the evidence, measured by exam, final presentation, and interdisciplinary assignments (ACOTE B 6 1)

6 Discuss and evaluate personal and professional abilities and competencies related to professional practice in occupational therapy, measured by exam, discussion posts, final presentation, self-assessment assignments, and interdisciplinary assignments (ACOTE B 7 4)

7 Demonstrate consultative process with clients in collaboration with inter-professional colleagues, as measured by interdisciplinary assignment (ACOTE B 4 19)

OTH648 - Hand&Upper Extrem Rehab/Lab

Overview

Subject code
OTH

Course Number
648

Course Long Title
Hand&Upper Extrem Rehab/Lab

Credits
4

Course Description
This course will serve as an introduction to the specialization of hand therapy within the field of occupational therapy. Limitations in hand function can cause a decreased level of participation in life's tasks and individual roles. Therapies, interventions, modalities, and exercises to use in hand therapy will be addressed. The lab will be used for assessment and fabrication of splints to meet specific needs. Prerequisites/Co-requisites: OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

(1) Document assessments and interventions, including the need and rational for all OT services, as measured by intervention plans and assessment assignment (ACOTE B 4 10)

(2) Provide design, fit, fabrication, application, and training in orthotic devices, based on principles of kinesiology and biomechanics, measured by intervention plans and orthotic critiques (ACOTE B 5 11)

(3) Demonstrate safe, effective use of thermal and mechanical modalities to manage pain and enhance occupational performance, including awareness of contraindications and precautions, measured by exam and intervention plans (ACOTE B 5 15)

(4) Explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to enhance occupational performance, including indications, contraindications, and precautions, measured by exam and intervention plans (ACOTE B 5 16)

(5) Demonstrate understanding of basic descriptive statistics for interpreting assessment data, measured by assessment assignment and exam (ACOTE B 8 4)

(6) Demonstrate knowledge of various reimbursement systems and funding mechanisms (e g , federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e g , CPT, ICD, DSM codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy Documentation must effectively communicate the need and rationale for occupational therapy services

OTH652 - OT Leadership

Overview

Subject code
OTH

Course Number
652

Course Long Title
OT Leadership

Credits
3

Course Description
Students will integrate concepts, principles, and strategies that are fundamental to the provision of occupational therapy services in the changing U.S. healthcare system. This course links system management, reimbursement mechanisms, and public policy found in occupational therapy practice settings to the populations served. Knowledge of leadership, management, ethics, and marketing principles that are necessary for success in today's health care industry are emphasized. Prerequisites/Co-requisites: Human Occupation, Occupational Therapy Practice, Health Ethics & Law, OT Eval & Intervention Children/Adolescents/Lab, OT Eval & Intervention Adults/Older Adults/Lab

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe impact of contextual factors on management and delivery of OT services, including trends in service delivery, political issues, and the influence of the sociopolitical climate (ACOTE B 3 1, B 5 2, B 5 6, & B 2 1)

2 Evaluate and address varied systems that relate to OT practice, including legislative and regulatory systems (ACOTE B 5 1 & B 5 4)

3 Demonstrate skills and strategies for effective and ethical supervision of OT and non-OT personnel (ACOTE B 5 8)

4 Demonstrate strategies for resolving personal and organizational ethical conflicts (ACOTE B 9 10)

5 Describe ongoing responsibility to provide OT fieldwork education (ACOTE B 7 8)

6 Promote policy development related to provision of OT services (ACOTE B 5 1)

7 Describe advocacy role for OT in seeking changes in service delivery policies (ACOTE B 5 2)

8 Demonstrate therapeutic use of self, including ones personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (ACOTE B 4 1)

OTH660A - Fieldwork I A

Overview

Subject code
OTH

Course Number
660A

Course Long Title
Fieldwork I A

Credits
0.5

Course Description
Students will perform observations in various occupational therapy settings and assist, as appropriate, in the planning and implementation of occupational therapy services. The Level I Fieldwork placement is scheduled during the second and third semesters of the fulltime program (later in the progression for part time students). The Fieldwork components are associated with specific courses in the curriculum and will include reflective activities, such as in-class discussions, online discussion forums, or journals. Prerequisites: B- or above in all coursework to date; students must have completed at least 4 courses within the MSOT program prior to beginning Fieldwork IA.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Complete observations and participation in practice settings as outlines in fieldwork assignments for concurrent classes in a timely fashion, as recorded by AFC

2 Demonstrate professional behaviors on-site, as measured by fieldwork evaluation by fieldwork educators

3 Demonstrate an understanding of the impact of psychosocial client factors on occupational performance, as measured by fieldwork assignments in concurrent courses

4 Complete necessary preparatory activities (e g , CPR certification, background check, etc) before attending level I fieldwork experiences, as recorded by AFC

5 Communicate effectively with fieldwork site and peers, as measured by fieldwork evaluation by fieldwork educators

6 Complete assessment of site and fieldwork experience in timely fashion, as recorded by AFC

7 Ensure delivery of assessments by fieldwork educators to the AFC, as recorded by AFC

8 Communicate effectively with AFC about site expectations, preparations for fieldwork, and fieldwork objectives, as measured by AFC

OTH660B - Fieldwork I B

Overview

Subject code
OTH

Course Number
660B

Course Long Title
Fieldwork I B

Credits
0.5

Course Description
Students will perform observations in various occupational therapy settings and assist, as appropriate, in the planning and implementation of occupational therapy services. The Level I Fieldwork placement is scheduled during the second and third semesters of the fulltime program (later in the progression for part time students). The Fieldwork components are associated with specific courses in the curriculum and will include reflective activities, such as in-class discussions, online discussion forums, or journals. Prerequisites: B- or above in all coursework to date; students must have completed at least 4 courses within the MSOT program prior to beginning Fieldwork IA.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Complete observations and participation in practice settings as outlines in fieldwork assignments for concurrent classes in a timely fashion, as recorded by AFC

2 Demonstrate professional behaviors on-site, as measured by fieldwork evaluation by fieldwork educators

3 Demonstrate an understanding of the impact of psychosocial client factors on occupational performance, as measured by fieldwork assignments in concurrent courses

4 Complete necessary preparatory activities (e g , CPR certification, background check, etc) before attending level I fieldwork experiences, as recorded by AFC

5 Communicate effectively with fieldwork site and peers, as measured by fieldwork evaluation by fieldwork educators

6 Complete assessment of site and fieldwork experience in timely fashion, as recorded by AFC

7 Ensure delivery of assessments by fieldwork educators to the AFC, as recorded by AFC

8 Communicate effectively with AFC about site expectations, preparations for fieldwork, and fieldwork objectives, as measured by AFC

OTH664A - Fieldwork Level Ii-A

Overview

Subject code
OTH

Course Number
664A

Course Long Title
Fieldwork Level Ii-A

Credits
8

Course Description
Each part of Fieldwork II is a 12-week, full-time internship that takes place after the completion of all required coursework. Level II fieldwork provides students with opportunities to: experience in-depth delivery of occupational therapy services to clients and focus on the application of purposeful and meaningful occupation and/or research, administration, and management of occupational therapy services. Level II fieldwork is designed to promote clinical reasoning and reflective practice, to transmit values and beliefs that promote ethical practice and to develop professionalism and competence in career responsibilities. Students must complete both Fieldwork II segments to meet program requirements. Prerequisites: completion of all coursework (except for Fieldwork Discussion Course) with a B- or above and concurrent registration for Fieldwork Online Discussion course

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Complete fieldwork assignments for concurrent seminar in a timely fashion, as recorded by AFC

2 Demonstrate professional behaviors on-site, as measured by fieldwork evaluation by fieldwork educators

3 Complete necessary preparatory activities (e g , CPR certification, background check, etc) before attending level II fieldwork experiences, as recorded by AFC

4 Communicate effectively with fieldwork site and peers, as measured by fieldwork evaluation by fieldwork educators

5 Complete assessment of site and fieldwork experience in timely fashion, as recorded by AFC

6 Ensure delivery of assessments by fieldwork educators to the AFC, as recorded by AFC

7 Communicate effectively with AFC about site expectations, preparations for fieldwork, and fieldwork objectives, as measured by AFC

8 Demonstrate entry-level competence in comprehensive OT practice, including addressing psychosocial impact on occupational performance, as required by the practice setting, as measured by FWPE

9 Complete 12 weeks of full-time fieldwork practice successfully, as measured by passing score on FWPE

OTH664B - Fieldwork Level II-B

Overview

Subject code
OTH

Course Number
664B

Course Long Title
Fieldwork Level II-B

Credits
8

Course Description
Each part of Fieldwork II is a 12-week, full-time internship that takes place after the completion of all required coursework. Level II fieldwork provides students with opportunities to: experience in-depth delivery of occupational therapy services to clients and focus on the application of purposeful and meaningful occupation and/or research, administration, and management of occupational therapy services. Level II fieldwork is designed to promote clinical reasoning and reflective practice, to transmit values and beliefs that promote ethical practice and to develop professionalism and competence in career responsibilities. Students must complete both Fieldwork II segments to meet program requirements. Prerequisites: completion of all coursework (except for Fieldwork Discussion Course) with a B- or above and concurrent registration for Fieldwork Online Discussion course

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Complete fieldwork assignments for concurrent seminar in a timely fashion, as recorded by AFC

2 Demonstrate professional behaviors on-site, as measured by fieldwork evaluation by fieldwork educators

3 Complete necessary preparatory activities (e g , CPR certification, background check, etc) before attending level II fieldwork experiences, as recorded by AFC

4 Communicate effectively with fieldwork site and peers, as measured by fieldwork evaluation by fieldwork educators

5 Complete assessment of site and fieldwork experience in timely fashion, as recorded by AFC

6 Ensure delivery of assessments by fieldwork educators to the AFC, as recorded by AFC

7 Communicate effectively with AFC about site expectations, preparations for fieldwork, and fieldwork objectives, as measured by AFC

8 Demonstrate entry-level competence in comprehensive OT practice, including addressing psychosocial impact on occupational performance, as required by the practice setting, as measured by FWPE

9 Complete 12 weeks of full-time fieldwork practice successfully, as measured by passing score on FWPE

OTH668 - Level II Fieldwork Online Discussion

Overview

Subject code
OTH

Course Number
668

Course Long Title
Level II Fieldwork Online Discussion

Credits
2

Course Description
Students will respond to instructor-led discussion prompts as well as to postings of their classmates. The online discussion provides the opportunity for students to relate fieldwork experiential learning to all areas of Regis College coursework including: mind-body systems, health-and-human systems of care; assessment; intervention; documentation; evidence-based practice; client-centered and occupation-centered practice; and application of research to practice. Students will engage in ongoing discussions about professional identity and the transition from student to professional as they describe and discuss fieldwork challenges and successes across a variety of practice settings. Must be taken concurrently with Fieldwork IIA and IIB. Prerequisites: completion of all coursework with a B- or above and concurrent registration for Fieldwork II

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Complete assignments for seminar in a timely fashion, as recorded by AFC

2 Demonstrate professional behaviors on-line, as assessed by AFC

3 Communicate effectively with fieldwork site and peers, as measured by fieldwork evaluation by participation in discussion groups

4 Complete assessment of self and fieldwork experience in timely fashion, as recorded by AFC

5 Ensure delivery of self-assessments to fieldwork educators in timely fashion, as recorded by AFC

6 Demonstrate effective self-assessment skills for maximizing potential for professional growth, as measured by participation in discussion groups and selfassessments

PBH200 - Intro. Public Health

Overview

Subject code
PBH

Course Number
200

Course Long Title
Intro. Public Health

Credits
3

Course Description
Public health is the science of protecting the health of the community through organized and systematic efforts. These efforts can take the form of education, providing access to health care, and protecting the public from exposures that could cause them harm. This introductory course examines the role of public health in the community. It provides an overview of the field and major topics within Public Health and focus on contemporary and historical population health problems.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Integrate knowledge of factors impacting human health, such as lifestyle, nutrition, genetics, aging, access to healthcare, and environmental exposures when analyzing public health issues

2 Demonstrate an understanding of the essential components of the United States health care system and how to advocate on behalf of the community

3 Evaluate population health challenges

4 Demonstrate oral and written communication skills required in health related work settings and graduate and professional programs

5 Utilize critical thinking skills to analyze and evaluate health related information

6 Work individually and within a team-setting by applying organizational knowledge and leadership skills

7 Integrate and apply their public health skills in a variety of settings

8 Promote the rights of individuals, groups, and the community according to the legal and ethical standards of the public health field

PBH206 - Intro. to Global Health

Overview

Subject code
PBH

Course Number
206

Course Long Title
Intro. to Global Health

Credits
3

Course Description
Global health is the science of understanding the health of populations throughout the world, in an effort to understand contributing factors to health, with a focus on improving the health of the communities across the globe through organized and systematic efforts. These efforts can take the form of education and providing access to health care and resources, with the goal of protecting populations from exposures that could cause them harm. This course examines the complex distribution of disease across the globe, examining the health of diverse communities. It will focus on major health problems, considering economic, social, and political conditions contributing to disease burden, unique to developed and developing nations across the globe.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe key public health concepts related to global health including the demographic and epidemiological transitions, measures of health status, and the burden of disease

2 Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease

3 Discuss the multi-directional links between health and social and economic factors

4 Discuss how social and cultural factors can affect a societys vulnerability to morbidity and mortality and its approaches to prevention and control

5 Identify health conditions that have a major impact on morbidity and mortality and key concepts in biological concepts needed to understand their public health importance

6 Identify critical issues in the organization and delivery of public health and health care services to address these conditions

7 Discuss the determinants of health and risk factors for conditions of major importance to global health

8 Discuss the burden of disease in various regions of the world and the variations in incidence and prevalence both within and across countries

9 Discus the potential for science and technology to contribute to the improvement in health

10 Identify key organizations and institutions, their roles in global health, and the way they can cooperate to address key global health issues

11 Apply principles of cost-effectiveness, benefits and harms, and sustainability of a new intervention designed to improve global health

12 Apply understandings of the impact of culture on health to addressing issues of cultural diversity

PBH300 - Health and the Environment

Overview

Subject code
PBH

Course Number
300

Course Long Title
Health and the Environment

Credits
3

Course Description
Health and the Environment will introduce students to the issues and concepts in the field of environmental health. It is intended to provide students with an understanding of how environmental factors impact the health of individuals and the community. This course will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with a general understanding of the health hazards resulting from exposure to physical, chemical, and biological hazards; vectors for dissemination (water, soil, and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues. Prerequisite: PBH 200 suggested

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define the major sources and types of environmental agents

Objectives
No change

2 Discuss the transport and fate of these agents in the environment

Objectives
No change

3 Identify critical issues and concepts in the field of environmental health

Objectives
No change

4 Explain the pertinent scientific principles associated with the major environmental health program areas

Objectives
No change

5 Identify the carriers or vectors that promote the transfer of agents from the environment to humans

Objectives
No change

6 Identify and define the steps in the risk-assessment and risk-management processes

Objectives
No change

7 Explain and be able to illustrate how factors such as community perceptions, public health law, traditions, socioeconomic conditions, politics and interpersonal communications, may influence the practice of environmental health

Objectives
No change

8 Describe the benefits and limitations of the various methodologies (such as regulation, education, impact statements, and public funding) through which society attempts to minimize negative environmental health impacts

Objectives
No change

9 List the major agencies and organizations involved in environmental health protection and explain their basic responsibilities and programs

Objectives
No change

PBH303 - Public Hlth Policy & Advocacy

Overview

Subject code
PBH

Course Number
303

Course Long Title
Public Hlth Policy & Advocacy

Credits
3

Course Description
Health policy and advocacy training is needed to provide future public health practitioners with policy-making knowledge and skills in generating public support, policy-maker communications, and policy campaign operations. This course will provide a comprehensive introduction to the fields of public health policy and advocacy. Students will gain an understanding of the current healthcare system and strategies used to advocate for the community through legislation, written pieces, media, coalitions, and community organizing. The course will focus on moving from identifying a health problem, to creating potential solutions, and then determining how to propel the solution forward into action. In particular, the class will look closely at who pleads for the health needs of various population groups in the U.S., how they do so, and the role they play in the process. Students will gain an understanding of how theory, research, policy, and practice can work together to promote systemic social change. Students will also be exposed to strategies used to advocate for the community. The course will also provide practical information, such as skills in advocacy and opportunities to learn from specific advocacy efforts, as well as seasoned advocates.Prereq PBH 200 recommended

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will be able to explain the impact of policies, laws, and legislation on population health

2 Students will be able to demonstrate an understanding of the role of advocacy in public health

3 Students will be able to analyze and evaluate the effectiveness as well as alternate viewpoints of advocacy as a response to particular public health issues and/or vulnerable groups

4 Students will be able to identify stakeholders who influence health programs, health policy and interventions

5 Students will be able to discuss the role of community engagement in promoting population health and social justice

6 Students will be able to describe the continuum of advocacy models, approaches, and strategies

7 Students will be able to describe how research and advocacy impact one another

8 Students will be able to advocate for evidence-based social changes that improve the health of individuals and communities

9 Students will be able to participate in the political process to improve health, social justice, and equity

PBH305 - Public Health Leadership&Mgmt

Overview

Subject code
PBH

Course Number
305

Course Long Title
Public Health Leadership&Mgmt

Credits
3

Course Description
Public health operates in a dynamic environment that requires effective leadership and management. In fact, the World Health Organization lists "leadership and governance" as one of the six interrelated health systems building blocks. U.S. health reform also includes an expanding definition of public health that demands that the public health professional be an effective collaborator who understands the need for problem solving, conflict resolution, inter-organizational relationships and organizational change. This course will address theories and principles of leadership, leadership styles and practices, the levels of public health leadership, leadership tools needed for the 21st century, public health competencies, and emerging public health trends and issues. Prerequisite: PBH 200 and PBH 303 suggested

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 To identify, describe and discuss the theoretical concepts of leadership in public health systems and organizations

Objectives
No change

2 To recognize and explain personal leadership orientation, styles2, and strengths

Objectives
No change

3 To list and explain a range of public health leadership competencies

Objectives
No change

4 To distinguish between the various levels of public health leadership

Objectives
No change

5 To identify which leadership competencies have been (or not been) demonstrated by public health leaders in actual situations

Objectives
No change

6 To describe steps of crisis communication and understand challenges in crisis management

Objectives
No change

7 To articulate the current and changing public health leadership and management landscape and skills needed in the 21st century

Objectives
No change

PBH307 - Health and Society

Overview

Subject code
PBH

Course Number
307

Course Long Title
Health and Society

Credits
3

Course Description
This course is designed to provide students with an introduction to the study of the social determinants of health. It will focus on understanding society's impact on the public's health with a focus on contextual influences such as economic, educational, social and physical environment, as well as community systems and services that affect health and health care today and over generations. It will also examine how these themes apply throughout the lifespan and to individual groups within communities. The course will examine how health problems and disparities emerge, have been addressed over time, how communities can organize to change and improve health outcomes and explore tools, strategies, and policy efforts to eliminate such disparities. Prerequisite: None

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will be able to define social determinants of health, health disparities, and social injustice and provide specific examples of current health disparities particularly in the United States

Objectives
No Changes

2 Students will be able to understand how the health of specific population groups and communities are affected by social determinants of health and disparities

Objectives
No Changes

3 Students will be able to explain how organizational structure, financing, and delivery of and access to education impact population health

Objectives
No Changes

4 Students will be able to explain how the organizational structure, financing, delivery of, and access to health care and public health services impact population health

Objectives
No Changes

5 Students will be able to discuss how neighborhoods, community infrastructure/built environment, employment, and housing impact population health

Objectives
No Changes

6 Students will be able to describe ethical issues and debates that arise in the study of health disparities

Objectives
No Changes

7 Students will be able to identify approaches and strategies to addressing social determinants of health, health disparities, and social Injustice

Objectives
No Changes

PBH309 - Intro. to Epidemiology

Overview

Subject code
PBH

Course Number
309

Course Long Title
Intro. to Epidemiology

Credits
3

Course Description
(No change)Epidemiology is the study of the distribution and determinant of disease in populations. The purpose of this course is to introduce the basic principles and methods of epidemiology and to demonstrate their applicability in the field of public health. The course is also intended to provide an introduction to the basic skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain how ethical principles affect epidemiologic research

Objectives
No change

2 Use rates and proportions to express numerically the amount and distribution of health and non-health-related outcomes

Objectives
No change

3 Use the distribution of a health-related outcome to generate hypotheses that might provide an explanation

Objectives
No change

4 Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish association

Objectives
No change

5 Explain how to use evidence of an association to make a judgment about whether an association is causal

Objectives
No change

6 Describe the basic epidemiologic study designs that are used to test hypotheses, identify associations, and establish causation

Objectives
No change

7 Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings

Objectives
No change

8 Apply the concepts of benefits, harms, and cost to a public health decision

Objectives
No change

9 Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy

Objectives
No change

10 Analyze the evidence for and against a recommendation for intervention

Objectives
No change

11 Analyze a public health problem (e g , investigation of a disease outbreak) using epidemiologic methods

Objectives
No change

12 Synthesize epidemiological methods to assess the strengths and weaknesses of assertions in the scientific literature and popular press

Objectives
No change

13 Evaluate the design of an epidemiologic investigation demonstrating the ability to reconcile scientific validity and ethical sensitivity

Objectives
No change

PBH313 - Global Public Health Experience

Overview

Subject code
PBH

Course Number
313

Course Long Title
Global Public Health Experience

Credits
2

Course Description
This course will allow students the rare opportunity to examine firsthand the healthcare system of a developing country. It will focus on access to healthcare in the context of the socioeconomic and political status of the country. Through lectures and visits to important sites in the country, students will learn about the culture, history and politics of the country as well as the public health infrastructure. This is a faculty led short-term travel course with an accompanying seminar.Prereq PBH 200 recommended

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe how conditions in rural isolated areas of countries on economic transition impact on peoples health status

2 Discuss what it means to be a global citizen in a world where there is considerable health inequality

3 Contextually evaluate public health related environmental solutions from the developed nation culture and standards and the visited area culture and standards

4 Describe and interpret, using contextual and historical clues, any type of public health related discrimination that you observe

5 Participate in community-based learning experiences

PBH402 - Developing Public Health Prog.

Overview

Subject code
PBH

Course Number
402

Course Long Title
Developing Public Health Prog.

Credits
3

Course Description
Public health professionals are trained in the use of appropriate strategies and methods to facilitate the development of policies, procedures, interventions and systems that are conducive to the health of individuals, groups, and communities. This course draws from all other public health classes and focuses on the assessment, planning, implementation, and evaluation of public health programs that will assist groups to maintain and improve their health. Students will engage in hands-on problem identification, needs assessment, program planning, and development practice with a variety of program planning models. Prerequisites: public health major, senior status, MA 210 or equivalent;PBH 200;PBH 303;PBH 307;PBH 307;SO 355 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop group skills necessary for the conduct of community program planning, implementation, and evaluation

2 Identify and prioritize community public health issues/concerns

3 Formulate research questions to guide program planning and development

4 Identify direct and indirect program stakeholders

5 Apply assessment techniques to ascertain a target populations perceptions of health concerns, needs and solutions

6 Understand the distinction between primary and secondary assessment data

7 Explain how the Affordable Care Act of 2010 incorporates community needs assessment and public health program development

8 Demonstrate the benefits and limitations of various theories and models utilized for public health program development

9 Develop mission and visions program statements

10 Devise measurable objectives in order to achieve desired changes and outcomes

11 Develop an action plan/logic model/theory of change for a health promotion program

12 Understand the value of a program evaluation that includes a variety of different activities that are ethical, feasible and provide accurate meaningful and useful process, outcome, and impact data

PBH410CC - Capstone

Overview

Subject code
PBH

Course Number
410CC

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Health Sciences

PBH600 - Biostatistics

Overview

Subject code
PBH

Course Number
600

Course Long Title
Biostatistics

Credits
3

Course Description
This course is designed to teach master's level students the basic principles of biostatistical analysis, epidemiological analysis, and design and analysis of clinical trials. Topics include study design, confidence intervals, and hypothesis testing; sample size and power calculations; analysis of variance; correlation and regression; multiple regression and statistical control of con- founding; and survival analysis. This course provides students with the skills to perform, present, and interpret basic statistical analyses. For the more advanced topics (regression techniques and survival analyses), the focus is on interpretative skills and critically reading the literature.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Apply epidemiological methods to the breadth of settings and situations in public health practice

Select quantitative and qualitative data collection methods appropriate for a given public health context

Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

Interpret results of data analysis for public health research, policy or practice

Explain the role of quantitative and qualitative methods and sciences in describing and assessing a populations health

Analyze and interpret public health and epidemiologic data, using appropriate statistical software and statistical techniques

Utilize evidence-based approaches to propose solutions to public health issues

PBH605 - Foundations of Public Health

Overview

Subject code
PBH

Course Number
605

Course Long Title
Foundations of Public Health

Course Description
This core MPH course introduces students to the history, philosophy, and essential functions of public health. Emphasis is placed on the social, political, and structural determinants of health, health equity, and the role of policy and systems thinking in shaping population outcomes. Students gain foundational knowledge in prevention, assessment, and community health services while developing the skills needed to address contemporary public health challenges.

Academic Level
Graduate

PBH606 - Analysis Public Health Issues

Overview

Subject code
PBH

Course Number
606

Course Long Title
Analysis Public Health Issues

Credits
3

Course Description
In this course select issues that are critical to the health of the public are analyzed in order to gain an understanding of public health practice. Students will examine existing data, current and proposed public policy and current practice in order to gain an understanding of the field of public health.

Academic Level
Graduate

School
School of Health Sciences

PBH608 - Analysis of Global Public Hlth.Issues

Overview

Subject code
PBH

Course Number
608

Course Long Title
Analysis of Global Public Hlth.Issues

Credits
3

Course Description
In this course select issues that are vital to the health of the public both in the United States and abroad are analyzed to gain an understanding of public health practice. Guided by theoretical frameworks and conceptual models from the field of population health, students will critically examine existing data, current and proposed public policy and current practice to gain a deeper understanding of the thinking guiding global and public health scholarship and practice.

Academic Level
Graduate

School
School of Health Sciences

PBH611 - Social and Behavioral Science

Overview

Subject code
PBH

Course Number
611

Course Long Title
Social and Behavioral Science

Credits
3

Course Description
Social and behavioral science theories, models, and concepts can be applied to public health problems and interventions. This course examines the role of , individual, social and community factors, including race, ethnicity, and culture, in both the onset and solution of public health problems; as well as the interrelationship between the social and behavioral sciences.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Apply theories and concepts from a range of social and behavioral related disciplines to public health

Describe the social and economic determinants of health that influence individuals and populations

Analyze the impact of social, behavioral and environmental factors that affect the health of individuals and populations

Understand ethnic, religious and cultural diversity, and their impact on individual and population based public health interventions

Evaluate public health interventions using an evidenced based approach

Understand research findings that address the social and behavioral aspects of health

PBH613 - Global Public Health Exp.

Overview

Subject code
PBH

Course Number
613

Course Long Title
Global Public Health Exp.

Credits
2

Course Description
This course will allow students the rare opportunity to examine firsthand the healthcare system of a developing country. It will focus on access to healthcare in the context of the socioeconomic and political status of the country. Through lectures and visits to important sites in the country, students will learn about the culture, history and politics of the country as well as the public health infrastructure. This is a faculty led short-term travel course with an accompanying seminar.

Academic Level
Graduate

School
School of Health Sciences

PBH614 - Observational/Interventional Study Desig

Overview

Subject code
PBH

Course Number
614

Course Long Title
Observational/Interventional Study Desig

Credits
3

Course Description
In this course we will explore Observational and Interventional study design types. Observational studies in epidemiology draw inferences from a sample where the researcher is not in control and are often retrospective and used to assess potential causation in an exposure-outcome relationship. Interventional studies are often prospective and are tailored to evaluate clinical outcomes. The commonly used designs to study health outcomes among humans, such as cohort, case-control, ecological and cross-sectional and case studies will be discussed. The strengths and limitations of each of the study designs will be explored while looking at the guiding principles for each design and interpretation of results using such designs

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Create an observational study design using the exposure and health consequences learned during this course

Create an interventional study design tailored to address a specific measure of disease

Apply principles of study design using data, statistical techniques, and public health

PBH615 - Data Management & Data Analysis

Overview

Subject code
PBH

Course Number
615

Course Long Title
Data Management & Data Analysis

Credits
3

Course Description
The course will expose students to basic concepts that are needed to use SPSS for epidemiological research. The goal will be to familiarize students with various analytic methods and their uses to answer specific epidemiologic research questions. It will cover conduct of basic epidemiologic data and its management, and statistical analysis of data from epidemiologic investigations. Brief reviews of relevant statistical methods, their applications in epidemiologic research and interpretation of results will be covered step by step in this course. Students will be provided with several data sets from epidemiologic studies and will be asked to conduct analyses of these data.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Develop skills in finding, preparing, and analyzing epidemiologic data

Apply the key concepts of epidemiology relevant to study design, measures of association, statistical modeling, mapping, and results interpretation

Develop and improve teamwork and collaboration skills with stakeholders from different disciplines

Develop and enhance skills in discussing and disseminating public health data and research results

Develop literature review and critiquing skills pertinent to the choice of research methodology and the impact of studies' results on public policy

PBH616 - Advanced Analysis Epidemiologic Studies

Overview

Subject code
PBH

Course Number
616

Course Long Title
Advanced Analysis Epidemiologic Studies

Credits
3

Course Description
The course will expose students to advanced concepts that are needed to use SPSS for epidemiological research. The goal will be to expose students with various analytic methods and their uses to answer specific epidemiologic research questions. It will cover conduct of advanced epidemiologic data and its management, and statistical analysis of data from epidemiologic investigations. This course will deepen students' knowledge of epidemiological principles.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Integrate advanced methods to build upon more conventional epidemiologic methods

Recognize diverse applications for advanced epidemiologic methods

Develop and improve advanced teamwork and collaboration skills with stakeholders from different disciplines

Enrich skills in discussing and disseminating public health data and research results

Develop literature review and critiquing skills relevant to the choice of advanced research methodology

PBH617 - Infectious Disease Epidemiology

Overview

Subject code
PBH

Course Number
617

Course Long Title
Infectious Disease Epidemiology

Credits
3

Course Description
This course covers the importance and basic methods for infectious disease epidemiology for selected diseases. The methods will include outbreak investigations, disease surveillance, case-control studies, cohort studies, and cross-sectional studies. Distribution, risk factors and causes, transmission, and control of selected infectious diseases will be covered including interpretation of epidemiological data. Program evaluations in infectious disease settings and rates and measures will be covered as well.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Analyze infectious disease epidemiologic data using technology and various multidisciplinary approaches (P3, 4)

Analyze measures of disease frequency and association specific to infectious disease epidemiology, including attack rates, secondary attack rates, case fatality ratios, and among other rates of infections (P1, 2, 3)

Evaluate the epidemiology of several infectious diseases of contemporary importance to develop policy for better health outcomes (P3, 7)

Analyze various epidemiologic studies including cross-sectional studies, ecological studies, case-control studies, cohort studies and intervention studies, utilizing a multidisciplinary team (P3, 9)

Collaborate with government agencies, community stakeholders, and public health professionals to address infectious disease community challenges (P7, 8)

PBH618 - Chronic Disease Epidemiology

Overview

Subject code
PBH

Course Number
618

Course Long Title
Chronic Disease Epidemiology

Credits
3

Course Description
This course provides an overview of some chronic diseases and will highlight the key methodological issues surrounding studies of such chronic diseases. It will give the students with the opportunity to apply epidemiologic methods in understanding chronic diseases problems. Chronic diseases account for 6 of the top 7 causes of death in the United States according the Centers for Disease Control and Prevention. Various chronic diseases will be studied including cancer, cardiovascular disease, diabetes, obesity, asthma, chronic lung disease and arthritis among others. The more epidemiology students understand about these diseases, the better they will be able to continue to study them effectively and attempt to influence public policy. In addition, challenges that are attendant to chronic disease risk factors and their epidemiological behavior will be examined.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Apply current knowledge of disease etiology for use in guiding the practice of epidemiology (P1, 2)

Develop a basic understanding of the multi-factorial disease etiology and pathophysiology of the major chronic diseases (P1, 2)

Analyze the risk factors for various chronic diseases and appropriate ways to define exposure and outcome variables (P3)

Identify evidence-based clinical and population-based preventive measures for chronic diseases (P1, 2)

Design monitoring techniques for teams to solve chronic disease issues in government and community health settings (P9)

Create solutions to lead professional teams for disease surveillance and investigation (P9)

PBH619 - Advanced Epidemiologic Methods

Overview

Subject code
PBH

Course Number
619

Course Long Title
Advanced Epidemiologic Methods

Credits
3

Course Description
The course covers principles and methods of epidemiology, including descriptive and analytic approaches to assessing the distributions of health, disease, and injury in populations and factors that influence those distributions. The emphasis is on developing an understanding of concepts, rather than quantitative methods, although basic calculations are involved. In addition, epidemiologic issues in the interface with Public Health Policy will be studied. The course will consist of readings and critical review of epidemiology articles.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Explain sources of bias in studies
Identify design and analysis approaches to reduce bias in studies
Assess the extent of bias in studies and calculate bias-corrected measures
Define, calculate and interpret effect measure modification on different scales
Explain the purposes, mechanics and limitations of matching in study designs
Identify and apply appropriate analytic techniques when matching is used in study designs

Identify and apply appropriate analytic techniques for study questions and interpret coefficients and other quantities estimated using these techniques

State the purposes of screening and calculate and interpret screening measures

Demonstrate an understanding of analyzing health situations of a community and address causative factors by developing an epidemiological proposal

PBH622 - Health Policy Analysis

Overview

Subject code
PBH

Course Number
622

Course Long Title
Health Policy Analysis

Credits
3

Course Description
In this course students will analyze public health and health care policies from multiple perspectives, communicate health policy issues via written reports, and develop the capacity to collaborate with peers.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Assess the major steps in policy analysis

Organize the policy analysis development process using weekly articles and analysis paper

Craft policy advice that is professionally rigorous and relevant

Develop experience in doing both quick turnaround and in-depth policy analyses on complex policy issues

Communicate policy analyses to decision-makers

Create policy memos

PBH623 - Contemp Issues, Spec Populat, & Policies

Overview

Subject code
PBH

Course Number
623

Course Long Title
Contemp Issues, Spec Populat, & Policies

Credits
3

Course Description
The health of special populations depends on not only the characteristics and health behaviors of individuals but the social, economic, and physical environments in which they live and the health care systems that provide their medical care. This course will explore the current evidence regarding the role of these factors as determinants of population health and identify emerging issues. The role of public policy in improving the health of special populations will be discussed in the context of empirical research evidence. Particular emphasis of the course will be to explore public health policy initiatives to address the health problems under consideration, and to evaluate their success and unintended consequences

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Analyze contemporary empirical research evidence and create health policy recommendations that are tailored at improving community health outcomes among special populations

Analyze the role of public policy in improving the health of special populations

Evaluate the success or otherwise of contemporary public health policy that addresses health problems under consideration

PBH624 - State Health Policy

Overview

Subject code
PBH

Course Number
624

Course Long Title
State Health Policy

Credits
3

Course Description
This course provides an overview of health care policy in the United States, a close examination of selected current policy topics, and exposure to real-world health policy-making via case studies in various states.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Analyze the basics of the policy making process and patient protection policies and regulations in the United States

Appraise selected current health policy topics in the context of the U S health care delivery system

Synthesize ideas from selected case studies for recommendations for health policies that would improve the current health care delivery system in the United States

PBH625 - Policy & Program Implementation

Overview

Subject code
PBH

Course Number
625

Course Long Title
Policy & Program Implementation

Credits
3

Course Description
This course is designed to provide public health students with a conceptual framework for both understanding and integrating the dimensions and practice of the evolving field of public health. It addresses historical aspects and events that have impacted the field and emphasizes directed efforts to clarify and strengthen the discipline and functions of public health from a systems approach. It also reinforces the organization and management of mandated community health and related services provided by governmental health agencies.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Examine how the history of US health policy has shaped contemporary public health approaches

Analyze policy theories in relation to public health policy choice in contemporary U S health systems

Analyze political theories, the policy process, and comparative national health systems

Evaluate U S health policy implications as they pertain to cost, quality, and access to health care

PBH631 - Applied Learning Experience/Practicum

Overview

Subject code
PBH

Course Number
631

Course Long Title
Applied Learning Experience/ Practicum

Course Description
TheApplied Practice Experience (Practicum)is taken at the end ofthe program of study and provides students the opportunity to apply knowledge and skills obtained in both core and concentration courses to the practice of public health under the guidance of a preceptor and an MPH program faculty. Students will develop work products for the benefit ofthe practicum site and that contribute to improving health of communities and participate in discussions focused on developing professional skills for the public health workplace. At the end ofthe course, students will submit a minimum oftwo work products and reflection paper that demonstrate attainment of MPH competencies and theRegis CollegeMPH program learning outcomes.

Academic Level
Graduate

PBH632 - Applied Practice Experience - Practicum

Overview

Subject code
PBH

Course Number
632

Course Long Title
Applied Practice Experience - Practicum

Credits
3

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Critically assess the social determinants of public health problems

Apply theory and best practice written and oral communication skills across different settings and audiences

Develop strategies to motivate others for collaborative problem solving, decision making, and evaluation

Analyze inter-relationships among systems that influence the quality of life of people in their communities

Apply a team's approach to working collaboratively with diverse communities and stakeholders (e g , researchers, practitioners, agencies, and organizations)

Describe the role of history, power, privilege, and structural inequality and inequity in producing health disparities

PBH633 - Epidemiological Methods

Overview

Subject code
PBH

Course Number
633

Course Long Title
Epidemiological Methods

Credits
3

Course Description
This course will introduce students to the basic principles and methods of epidemiology. The course will cover methods used in research studies that address the distribution and determinants of disease in the population. This course is intended to provide an introduction to the skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Analyze rates and proportions to express numerically the amount and distribution of health and non-health-related outcomes

Analyze the distribution of a health-related outcome to generate hypotheses that might provide an explanation

Evaluate basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish association

Evaluate how to use evidence of an association to make a judgment about whether an association is causal

Describe the basic epidemiologic study designs that are used to test hypotheses, identify associations, and establish causation

Describe the concepts of measurement of test performance

Apply the concepts of testing and screening in different settings

PBH635 - Contemp.Issues Evironmental Hlth

Overview

Subject code
PBH

Course Number
635

Course Long Title
Contemp.Issues Evironmental Hlth

Credits
3

Course Description
Contemporary Issues in Environmental Health will address current issues and concepts in the field of environmental health. It is intended to provide students with an understanding of how environmental factors impact the health of individuals and the community. This course will also cover the efforts that have been made to prevent or minimize the negative impact of environmental toxins. Emphasis is placed on providing students with an understanding of the health hazards resulting from exposure to physical, chemical, and biological hazards; vectors for dissemination (water, soil, fomites and air); solid and hazardous waste; susceptible populations; the scientific basis for policy development; and emerging global environmental health issues.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Discuss major local, state, and national environmental health challenges

Explain the role of environmental epidemiology in protecting and promoting public health

Identify major sources and types of environmental toxins

Identify approaches to assessing and controlling environmental hazards

Describe the concept of environmental justice and its relationship to health disparities

Describe the role of advocacy and legislation in controlling environmental hazards

Distinguish between different environmental media routes, such as air, water, and land, and how they affect human health

Describe the core factors that make up the U S and global environmental regulatory apparatus

PBH636 - Integrated Learning Experience - Capston

Overview

Subject code
PBH

Course Number
636

Course Long Title
Integrated Learning Experience - Capston

Credits
3

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Critically assess the social determinants of public health problems

Conduct a comprehensive literature review using peer-reviewed sources

Differentiate between qualitative, quantitative and mixed methods to determine what is the most appropriate methodology

Evaluate research questions through the analysis and interpretation of data

PBHPBH 631 - Applied Learning Experience (Practicum)

Overview

Subject code
PBH

Course Number
PBH 631

Course Long Title
Applied Learning Experience (Practicum)

Credits
6

Course Description
The Applied Practice Experience (Practicum) is taken at the end of the program of study and provides students the opportunity to apply knowledge and skills obtained in both core and concentration courses to the practice of public health under the guidance of a preceptor and an MPH program faculty. Students will develop work products for the benefit of the practicum site and that contribute to improving health of communities and participate in discussions focused on developing professional skills for the public health workplace. At the end of the course, students will submit a minimum of two work products and reflection paper that demonstrate attainment of MPH competencies and the Regis College MPH program learning outcomes.

Academic Level
Graduate

School
School of Health Sciences

PCCJEL1 - Cj Elective 1

Overview

Subject code
PC

Course Number
CJEL1

Course Long Title
Cj Elective 1

Academic Level
Undergraduate

Course Type
Pseudo Course

PCCORE25S - Core-Social Sciences 1

Overview

Subject code
PC

Course Number
CORE25S

Course Long Title
Core-Social Sciences 1

Academic Level
Undergraduate

Course Type
Pseudo Course

PCDHBEL - DH Business Elective 1

Overview

Subject code
PC

Course Number
DHBEL

Course Long Title
DH Business Elective 1

Academic Level
Undergraduate

Course Type
Pseudo Course

PE101B - Team Sports: Soccer

Overview

Subject code
PE

Course Number
101B

Course Long Title
Team Sports: Soccer

Credits
1

Course Description
Students will be introduced to a team sport during the semester. (The team sports will vary depending on the season.) Students will increase their understanding of the rules, techniques, and tactics of the game; participate in various activities to improve their skills; and learn basic coaching and refereeing principles related to the game.

Academic Level
Undergraduate

School
School of Health Sciences

PE105B - Individual Fitness

Overview

Subject code
PE

Course Number
105B

Course Long Title
Individual Fitness

Credits
1

Course Description
Students will participate in a wide variety of fitness activities to improve cardiovascular endurance, muscular strength, muscular endurance, and flexibility.

Academic Level
Undergraduate

School
School of Health Sciences

PE105C - Cardiovascular Fitness

Overview

Subject code
PE

Course Number
105C

Course Long Title
Cardiovascular Fitness

Credits
1

Course Description
Students will participate in a wide variety of activities to improve cardiovascular endurance. The class will include individual as well as group activities such as walking/jogging, aerobics, kickboxing, interval training, boot camp, and water walking/aerobics.

Academic Level
Undergraduate

School
School of Health Sciences

PE201 - Pickleball

Overview

Subject code
PE

Course Number
201

Course Long Title
Pickleball

Credits
1

Course Description
Pickleball is a paddleball sport that combines aspects of tennis, racquetball, badminton, and table tennis. This course will emphasize the fundamentals of the game of pickleball including basic skills, rules, etiquette, and game play. The course is designed to assist beginners in learning and improving their skills to enable them to play recreationally, as well as increase their personal levels of physical activity.

Academic Level
Undergraduate

School
School of Health Sciences

PE201A - Volleyball

Overview

Subject code
PE

Course Number
201A

Course Long Title
Volleyball

Credits
1

Course Description
This course will emphasize the fundamentals of the game of volleyball. Students will increase their understanding of volleyball rules and techniques, participate in various activities to improve their skills, as well as learn coaching and refereeing principles related to the game. Prerequisite: ability to exercise moderately and perform volleyball-related activities

Academic Level
Undergraduate

School
School of Health Sciences

PE201C - Beginning Tennis

Overview

Subject code
PE

Course Number
201C

Course Long Title
Beginning Tennis

Credits
1

Course Description
This course will emphasize the fundamentals of the game of tennis including basic skills, rules, etiquette, etc. The course is designed to assist beginners in learning and improving their skills to enable them to play tennis recreationally.

Academic Level
Undergraduate

School
School of Health Sciences

PE201E - Beginning Yoga

Overview

Subject code
PE

Course Number
201E

Course Long Title
Beginning Yoga

Credits
1

Course Description
This course introduces students to the basics of hatha yoga, in particular a flowing style known as Vinyasa. Each class includes instruction on centering, breathing techniques, performing the postures with correct alignment and technique, and relaxation.

Academic Level
Undergraduate

School
School of Health Sciences

PE201G - Beginning Golf

Overview

Subject code
PE

Course Number
201G

Course Long Title
Beginning Golf

Credits
1

Course Description
This course will emphasize the fundamentals of the game of golf. Topics will include golf etiquette, the full swing, the short game, and basic rules. The goal is to help beginners develop the necessary skills to play the game of golf recreationally.

Academic Level
Undergraduate

School
School of Health Sciences

PE201N - Strength Training

Overview

Subject code
PE

Course Number
201N

Course Long Title
Strength Training

Credits
1

Course Description
This course will emphasize the fundamentals of safe and effective strength training techniques. Each student will learn how to improve strength and develop muscle tone, as well as gain an understanding of the overall benefits of strength training for personal fitness.

Academic Level
Undergraduate

School
School of Health Sciences

PE201Q - Beginning Basketball

Overview

Subject code
PE

Course Number
201Q

Course Long Title
Beginning Basketball

Credits
1

Course Description
This course will emphasize the fundamentals of the game of basketball. Students will participate in various drills and games to improve their skills, as well as learn coaching and refereeing principles related to the game.

Academic Level
Undergraduate

School
School of Health Sciences

PE202 - Learn to Swim

Overview

Subject code
PE

Course Number
202

Course Long Title
Learn to Swim

Credits
1

Course Description
This course is for those students who want to learn how to swim or who want to perfect their swimming technique.
Prerequisite: must be comfortable in the water

Academic Level
Undergraduate

School
School of Health Sciences

PE203B - Intermediate Tennis

Overview

Subject code
PE

Course Number
203B

Course Long Title
Intermediate Tennis

Credits
1

Course Description
This course is designed for students who already have a basic skill level in tennis. It will allow students to improve their skill performance, learn game tactics and strategies, and thus increase their ability to play the game of tennis. Prerequisite: PE 201C Beginning Tennis, some past playing experience, or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

PE203E - Intermediate Yoga

Overview

Subject code
PE

Course Number
203E

Course Long Title
Intermediate Yoga

Credits
1

Course Description
This course will be a continuation of Beginning Yoga. Each class consists of a more complex series of asanas (postures or body movements) with releases, breathing, and relaxation. Prerequisite: PE 201E, other yoga experience, or permission of the instructor.

Academic Level
Undergraduate

School
School of Health Sciences

PE203N - Interm Strength Training

Overview

Subject code
PE

Course Number
203N

Course Long Title
Interm Strength Training

Credits
1

Course Description
This class is designed to teach students effective methods of strength training. Students will participate in a variety of strength training techniques, learn related musculature, understand safety issues, and gain a more complete knowledge of the benefits of strength training for all ages. The course will include both practical and didactic material. This class is designed specifically for exercise science majors, but other students may participate with the instructor's permission.

Academic Level
Undergraduate

School
School of Health Sciences

PE204 - Swimnastics/Swim for Fitness

Overview

Subject code
PE

Course Number
204

Course Long Title
Swimnastics/Swim for Fitness

Credits
1

Course Description
This course will provide students with an opportunity to increase their stroke efficiency and improve endurance. The four main swimming strokes will be covered along with kicking drills, swimming skills instruction, and practice. Prerequisite: at least a basic swimming ability; NO non-swimmers

Academic Level
Undergraduate

School
School of Health Sciences

PE205A - Lifeguard Training

Overview

Subject code
PE

Course Number
205A

Course Long Title
Lifeguard Training

Credits
1

Course Description
This course follows the American Red Cross curriculum for developing lifesaving and personal safety skills. American Red Cross Certification will be received upon successful course completion. (Fee for certification) Prerequisite:strong swimming skills

Academic Level
Undergraduate

School
School of Health Sciences

PE219 - Personal Fitness

Overview

Subject code
PE

Course Number
219

Course Long Title
Personal Fitness

Academic Level
Undergraduate

School
School of Health Sciences

PE220 - Women's Self-Defense

Overview

Subject code
PE

Course Number
220

Course Long Title
Women's Self-Defense

Credits
1

Course Description
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.

Academic Level
Undergraduate

School
School of Health Sciences

PE223 - Beginning Pilates

Overview

Subject code
PE

Course Number
223

Course Long Title
Beginning Pilates

Credits
1

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

Academic Level
Undergraduate

School
School of Health Sciences

PE224 - Yoga/Pilates Fusion

Overview

Subject code
PE

Course Number
224

Course Long Title
Yoga/Pilates Fusion

Credits
1

Course Description
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.

Academic Level
Undergraduate

School
School of Health Sciences

PE227 - Triathlon Training

Overview

Subject code
PE

Course Number
227

Course Long Title
Triathlon Training

Credits
1

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

Academic Level
Undergraduate

School
School of Health Sciences

PE228 - Barre Sculpt

Overview

Subject code
PE

Course Number
228

Course Long Title
Barre Sculpt

Credits
1

Course Description
This course is an intermediate co-ed fitness course (not dance) focusing on muscular endurance, core strength, balance, and flexibility. Barre Blast brings together the disciplines of yoga, pilates, and sports conditioning into a challenging workout. Students taking this course should have a moderate level of fitness.

Academic Level
Undergraduate

School
School of Health Sciences

PE229 - Boot Camp

Overview

Subject code
PE

Course Number
229

Course Long Title
Boot Camp

Credits
1

Course Description
Students will participate in a wide variety of circuit-type fitness activities to improve cardiorespiratory fitness, muscular strength and endurance. The class will utilize a variety of equipment and exercises to create a fun, motivational, and vigorous atmosphere to assist students in achieving their fitness goals. Prerequisites: Ability to participate in moderate to vigorous physical activity.

Academic Level
Undergraduate

School
School of Health Sciences

PE230 - Into. to Martial Arts

Overview

Subject code
PE

Course Number
230

Course Long Title
Into. to Martial Arts

Credits
1

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

Academic Level
Undergraduate

School
School of Health Sciences

PE300B - Global Interprof.Exp.N.Ireland

Overview

Subject code
PE

Course Number
300B

Course Long Title
Global Interprof.Exp.N.Ireland

Course Description
This course is designed to provide students with global interprofessional education experience across multiple fields of health science. Students will gain an elementary understanding of the history, culture, education and healthcare system of the country visited. Through lectures, site visits, community interactions, and special activities, students will gain experience related to the practice of their field of study from an international perspective. In addition, students will increase their awareness of interprofessionalism by observing and/or working with health, sport, or education professionals within and outside their chosen career and, where possible, through interactions with individuals in the community.Trip location N. Irelend

Academic Level
Undergraduate

School
School of Health Sciences

PG100 - Intro Portuguese Hlth Sciences

Overview

Subject code
PG

Course Number
100

Course Long Title
Intro Portuguese Hlth Sciences

Credits
3

Course Description
This is an oral survival course for students who have had little to no experience speaking Portuguese (no more than one year). Emphasis is placed on speaking ability and students will develop a basic communicative competence in Portuguese through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Portuguese- speaking world. No previous knowledge of Portuguese (or very little experience with the language) is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

PH101 - Introd. to Philosophy I

Overview

Subject code
PH

Course Number
101

Course Long Title
Introd. to Philosophy I

Credits
3

Course Description
This course offers an introduction to philosophical thinking through reading and discussion of some of the philosophical questions raised by major philosophers.

Academic Level
Undergraduate

School
School of Arts and Sciences

PH103 - Philosophy and Literature

Overview

Subject code
PH

Course Number
103

Course Long Title
Philosophy and Literature

Credits
3

Course Description
This course introduces students to some of the questions asked by philosophers through the course of history by readings selected from the works of well-known philosophers and literary persons.

Academic Level
Undergraduate

School
School of Arts and Sciences

PH104 - How We Think:An Intro.to Logic

Overview

Subject code
PH

Course Number
104

Course Long Title
How We Think:An Intro.to Logic

Credits
3

Course Description
This course offers an introduction to some of the elements of correct thinking: induction, deduction, validity, syllogism, truth-functions, and implication.

Academic Level
Undergraduate

School
School of Arts and Sciences

PH201 - History of Western Philosophy

Overview

Subject code
PH

Course Number
201

Course Long Title
History of Western Philosophy

Credits
3

Course Description
This course will survey the major philosophical thinkers and thought from fifth-century BCE Greece to the present.

Academic Level
Undergraduate

School
School of Arts and Sciences

PH304 - Philosophy of Sport

Overview

Subject code
PH

Course Number
304

Course Long Title
Philosophy of Sport

Credits
3

Course Description
The present course offers a general introduction to the major areas of Western philosophy, an introduction to the philosophy of sport with particular emphasis on the history of systematic philosophical thinking about sport, an examination of the nature and value of sport, and a critical focus on topics that are central to the philosophy of sport, including: sportsmanship; cheating; performance enhancement; violent and dangerous sport; sex, gender, and race; fans and spectators; disability sport; and the aesthetics of sport.

Academic Level
Undergraduate

School
School of Arts and Sciences

PO201 - Introd.to Political Science

Overview

Subject code
PO

Course Number
201

Course Long Title
Introd.to Political Science

Credits
3

Academic Level
Undergraduate

School
School of Arts and Sciences

PO210 - American Politics:Introd.

Overview

Subject code
PO

Course Number
210

Course Long Title
American Politics:Introd.

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

PO211 - Comparative Politics:Introd.

Overview

Subject code
PO

Course Number
211

Course Long Title
Comparative Politics:Introd.

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

PO212 - Political Theory:Introd.

Overview

Subject code
PO

Course Number
212

Course Long Title
Political Theory:Introd.

Credits
3

Course Description
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 upperlevel courses to follow, and to begin an inquiry into ethics and politics which will be continued in department seminars and the capstone senior seminar.

Academic Level
Undergraduate

School
School of Arts and Sciences

PO230 - Internat'l Relations:Introd

Overview

Subject code
PO

Course Number
230

Course Long Title
Internat'l Relations:Introd

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

PO231 - Human Rights

Overview

Subject code
PO

Course Number
231

Course Long Title
Human Rights

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

PO310 - Supreme Court & Constitution

Overview

Subject code
PO

Course Number
310

Course Long Title
Supreme Court & Constitution

Credits
3

Course Description
This course considers the Supreme Court as a major policymaker in the American political system. It will include an analysis of major doctrines of constitutional law through examination of the leading cases. Prerequisite: PO 210

Academic Level
Undergraduate

School
School of Arts and Sciences

PO311 - First Amendment

Overview

Subject code
PO

Course Number
311

Course Long Title
First Amendment

Credits
3

Course Description
This course examines of the legal protections of liberty in the First Amendment, including freedoms of speech, press, religion, and assembly. These issues are explored through major court decisions, supplementary materials, and class debates. Prerequisite: PO 210

Academic Level
Undergraduate

School
School of Arts and Sciences

PO315 - American Political Thought

Overview

Subject code
PO

Course Number
315

Course Long Title
American Political Thought

Credits
3

Course Description
This course features a systematic examination and evaluation of the main currents in American political thought as manifest in the key works of prominent thinkers. The course gives special attention to the role of democracy, capitalism, and individualism as guiding ideologies and uses a variety of materials to explore the development of current debates in American political life. Prerequisite: PO 210

Academic Level
Undergraduate

School
School of Arts and Sciences

PO316 - Public Policy Analysis

Overview

Subject code
PO

Course Number
316

Course Long Title
Public Policy Analysis

Credits
4

Course Description
Students in this course will examine the creation, implementation, and evaluation of public policy with particular emphasis on the ethics of the policy process. The course will consider different public issues and help students develop professional skills used when selecting policy alternatives. Prerequisite: PO 210

Academic Level
Undergraduate

School
School of Arts and Sciences

PO323 - Comparative Ideologies

Overview

Subject code
PO

Course Number
323

Course Long Title
Comparative Ideologies

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

PO324 - State and Local Government

Overview

Subject code
PO

Course Number
324

Course Long Title
State and Local Government

Credits
3

Course Description
This course is designed to provide students with a basic understanding of how political decisions are made by the state and local governments in practice as well as in theory. State and local government in Massachusetts will be given particular attention. Students will gain a more thorough understanding of some of the basic elements, structures, principles, and processes associated with state and local political governments and be better prepared to be a participant or employee in state and local politics and institutions.

Academic Level
Undergraduate

School
School of Arts and Sciences

PO325 - Genocide,Ethn.Conflict & Natl

Overview

Subject code
PO

Course Number
325

Course Long Title
Genocide,Ethn.Conflict & Natl

Credits
3

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

PO329 - Criminalistics

Overview

Subject code
PO

Course Number
329

Course Long Title
Criminalistics

Credits
3

Course Description
Criminalistics will introduce the student to the study of criminology and the scientific approach taken in solving crimes. Based solidly in the study of forensics, students will become familiar with the tools, methods and techniques available to local, state and federal investigators.

Academic Level
Undergraduate

School
School of Arts and Sciences

PO330 - Foreign Policy

Overview

Subject code
PO

Course Number
330

Course Long Title
Foreign Policy

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

PO331 - Comp Colonialism & Polit Devel

Overview

Subject code
PO

Course Number
331

Course Long Title
Comp Colonialism & Polit Devel

Credits
4

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

Academic Level
Undergraduate

School
School of Arts and Sciences

PO333 - International Pol.Econ.;Intro.

Overview

Subject code
PO

Course Number
333

Course Long Title
International Pol.Econ.;Intro.

Credits
3

Course Description
This course is designed to be an introduction to international political economy. It will provide an overview of theories and methodological approaches of international political economy, a historical review of the international political economic system, and an application of the theoretical approaches to specific issues and case studies regarding trade, monetary relations, finance, global development, and social justice. Readings and discussion focus on subjects such as conflict and cooperation; the relationship between the international system and domestic politics; economic growth, development, and equity; and the connections between the study of economics and politics. Particular attention will be paid to how the Great Recession of 2008 has affected states and individuals within the global economy and the political response to the ongoing crisis.

Academic Level
Undergraduate

School
School of Arts and Sciences

PO336 - International Law

Overview

Subject code
PO

Course Number
336

Course Long Title
International Law

Credits
4

Course Description
This course features an examination of the principles and rules of law that regulate the conduct of nations in their mutual relations. Such topics as international person, nationality, rights of aliens, diplomatic recognition, treaty law, and law of sea will be included. Prerequisite: PO 211

Academic Level
Undergraduate

School
School of Arts and Sciences

PO337 - International Organizations

Overview

Subject code
PO

Course Number
337

Course Long Title
International Organizations

Credits
3

Course Description
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

Academic Level
Undergraduate

School
School of Arts and Sciences

PO345 - Politics of Developing Nations

Overview

Subject code
PO

Course Number
345

Course Long Title
Politics of Developing Nations

Credits
3

Course Description
This course will examine the links between politics, both domestic and global, and major issues faced by developing states. Issues will include the crisis of global migration and peoples on the move (legal and illegal), conflict and refugees, the evils of human trafficking, and inequality between developed states and developing states.
Prerequisite: PO 230

Academic Level
Undergraduate

School
School of Arts and Sciences

PO351 - WarPol&International Security

Overview

Subject code
PO

Course Number
351

Course Long Title
WarPol&International Security

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

PS203 - Introduction to Psychology

Overview

Subject code
PS

Course Number
203

Course Long Title
Introduction to Psychology

Credits
3

Course Description
This course will explore the major theories, concepts, and fields in psychology. Biological, social, and psychological influences on thinking, feeling, and acting will be examined as the class discusses the application of psychology to real-life situations.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and current trends in psychology

2 Demonstrate an understanding of the distinctions between several research designs, and the interpretation of their results

3 Demonstrate an ability to use psychological reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals Demonstrate improved oral communication skills Demonstrate effective interpersonal communication skills Exhibit the ability to collaborate effectively

4 Understand how psychological theory and research is applied in multiple domains (e g , clinical,counseling, industrial/organization, school, health) Articulate how psychological principles can be used to explain social issues and inform public policy Apply psychological concepts, theories, and research findings to everyday life Recognize the ethics involved in the application of psychological principles and science

PS204A - Intro to Pscyhology II/Lab

Overview

Subject code
PS

Course Number
204A

Course Long Title
Intro to Pscyhology II/Lab

Credits
4

Course Description
This course will follow PS 203 and will focus on the foundations of writing in psychology and the development of critical thinking skills. Topics include ethics, writing, evaluation of current topics, career opportunities, and the application of psychology in everyday life. Prerequisites: PS 203, PS 233, or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate information literacy, including the ability to identify and locate reputable sources, and critically evaluate the content of sources

2 Demonstrate the ability to read, comprehend, and summarize seminal research studies in psychology, and compare/contrast historical research with current trends in psychology

3 Be able to explain the distinctions between various research designs and interpret and explain results

PS233 - Intro. to Human Development

Overview

Subject code
PS

Course Number
233

Course Long Title
Intro. to Human Development

Credits
3

Course Description
This course is a consideration of human development from infancy through old age. Emphasis will be on cognitive, emotional, and social development, with attention to implications for nursing & Health Sciences. We will discuss the interconnected nature of identities and social categorizations such as race, gender, class, and ability as it relates to human development.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate and explain development across the life span, from the earliest beginnings of life, through childhood, adolescence, young adulthood, mid-life, elderhood, and death, dying, and bereavement

2 Demonstrate understanding and application of a biopsychosocial framework to individual development

3 Analyze the complexities of human behavior throughout and across the lifespan Students will be able to identify developmental processes and apply theoretical perspectives discussed throughout the course to explain these processes and evaluate human behavior

PS242 - Health Psychology

Overview

Subject code
PS

Course Number
242

Course Long Title
Health Psychology

Credits
3

Course Description
This course provides a foundational overview of health psychology and behavioral medicine. We will examine how theories from psychology and sociology/social work have enhanced our understanding of health and illness and can contribute to a paradigm shift toward a more holistic model of healthcare which encompasses the interrelationships among biological, psychological and sociocultural dimensions. We will examine how health and wellness are conceptualized within the modern American healthcare system. We will discuss what is known about preventing and treating illness, and how behavior and personality affect health status.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify major developments and theories in the field of health psychology

2 Explain how psychology as a discipline studies health and illness and, consequently, influences the motivation, self-care, and the care of others;

3 Research, evaluate, and synthesize scholarly peer-reviewed articles on topics related to health psychology;

4 Develop and describe practical skills that inform the development of illness prevention and intervention programs for a variety of populations;

5 Reflect with self-awareness on the ways in which your own health habits affect your health status;

6 Demonstrate an understanding of the psychological and social impact of managing illness on the patient

7 Articulate the ways in which physical health issues may impact mental health and psychological states may impact wellness

PS303 - Research Methods Psy I/Lab

Overview

Subject code
PS

Course Number
303

Course Long Title
Research Methods Psy I/Lab

Credits
4

Course Description
This course will focus on the how research is conducted in psychology and the behavioral sciences. Emphasis this semester will be on critical evaluation of sources of information, conducting literature searches, and design of research projects. This course will provide an overview of both qualitative and quantitative research designs and include a laboratory. Prerequisite: PS 204 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify, locate, collect and critically evaluate research in the field of psychology

2 Synthesize existing background literature to generate a testable hypothesis

3 Design a research study appropriate for testing your hypothesis, applying ethical standards to each step in the design process

PS304 - Research Methods Psy II/Lab

Overview

Subject code
PS

Course Number
304

Course Long Title
Research Methods Psy II/Lab

Credits
4

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

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Design and implement an independent research project

2 Critically evaluate the quality of the research presented in journal articles and media sources

3 Analyze and interpret and present your own research findings

4 Interpret and describe graphical representations of data

5 Present your research in a professional forum

PS306 - Cultural Psychology

Overview

Subject code
PS

Course Number
306

Course Long Title
Cultural Psychology

Credits
3

Course Description
As a subfield with roots in social psychology and cultural anthropology, cultural psychology studies the interaction between cultural systems and the mind, and specifically how each influences the other. Utilizing theory, research, and methods appropriate to the fields of both culture and psychology, we will examine cultural memory, including intergenerationally communicated symbols, meanings, and behaviors, as well as other sociocultural frameworks for diversity in self-identification, development, motivation, agency, perception, emotion, and relationships. Prerequisites: PS203 and PS204 or SO213 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge of the field of cultural psychology and differentiate the theories and methods appropriate to cultural research including empirical research that utilizes both quantitative and qualitative data

2 Use critical thinking skills to examine, analyze, and evaluate contemporary theories in cultural psychology as well as cross-cultural issues in this field

3 Explain the dynamics of cross-cultural experiences and recognize an increase in their awareness and sensitivity to the nature of intercultural conflict and psychological challenges arising from cultural difference

4 Explain the diversity of cultures and how culture influences behavior

5 Demonstrate an understanding of how psychological processes differ among cultures by thinking culturally about psychology and behavior

6 Understand and articulate their own cultural backgrounds - including biases, stereotyping tendencies, and ethnocentrism - as well as the ways cultural perspectives are applied in their own lives

PS307 - Child Development

Overview

Subject code
PS

Course Number
307

Course Long Title
Child Development

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate fundamental knowledge of the major principles and applications in psychology at a developing level Students will demonstrate basic understanding of the following (a) major themes in the area of child development; (b) the major concepts, theories and research findings in the areas of physical, cognitive, emotional and social development; (c) how theories and research can be used in the variety of settings in which professionals work with children (day care, schools, health care, etc); and (d) basic research methods in psychology in general and child development in particular

2 Demonstrate strategies for evaluating the validity and reliability of information about child development presented in the public media, particularly the internet

3 Develop habits of thought that increase critical thinking skills related to child development and psychology

4 Demonstrate effective and culturally-sensitive written, oral and interpersonal communication at a developing level

PS309A - Psychological Disorders: Adult

Overview

Subject code
PS

Course Number
309A

Course Long Title
Psychological Disorders: Adult

Credits
3

Course Description
In this course students will consider current theory, research, and controversies regarding the nature, causes, outcomes, and treatment of many of the major psychological disorders. Prerequisites: PS 203 and PS 204 and junior or senior status or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will develop a basic understanding of historical trends and the current theory and research in the field of Psychological Disorders

2 Students will consider and be able to discuss the controversies that surround issue such as the use of diagnostic systems and labels, the use of medication and empirically supported treatments, and the concept of resilience

3 Students will understand and recall the current thinking and research regarding the generalizability of theories and research across ethnic and social class differences

4 Students will reflect on the life experiences of people who struggle with each of several selected psychological problems, including attitudes and coping strategies, as well as resilience. Students will demonstrate an understanding of how psychological theory and research is applied in multiple professional domains

5 Students will research and develop sound research-based arguments based on thoughtful evaluation of psychological literature

PS310 - Psychology of Adolescence

Overview

Subject code
PS

Course Number
310

Course Long Title
Psychology of Adolescence

Credits
3

Course Description
This course provides a comprehensive view of the developmental tasks and challenges of adolescence and includes historical and cross-cultural perspectives. Students will also gain an appreciation of the physical, cognitive, emotional, and social influences on the adolescent's development and explore the application of this knowledge to professional situations. Prerequisites: any two of the following three: PS 203, PS 204, ED 101, or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate an understanding of the classic and current approaches to the study of adolescent development

2 Identify the significant changes that take place during adolescent development and the numerous factors that threaten healthy development

3 Understand and analyze the influence of family, peers, schools, and society on adolescent development

4 Demonstrate the ability to identify and interpret the problems of adolescent development

5 Apply understanding of adolescent development for the promotion of optimal growth

6 Apply the knowledge and understanding gained about adolescent development issues in future careers in the field

7 Demonstrate improved culturally sensitive presentation as well as oral and written communication skills

8 Apply current research methods to address questions of developmental change and improve the lives of adolescents and their families

PS311 - Adulthood and Aging

Overview

Subject code
PS

Course Number
311

Course Long Title
Adulthood and Aging

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop a knowledge base in adult development

2 Demonstrate a basic understanding of research methods in developmental psycholopgy

3 Enhance critical thinking and communication skills

4 Develop a basic understanding of how the material you learn in this class can be applied to important issues

PS312 - Social Psychology

Overview

Subject code
PS

Course Number
312

Course Long Title
Social Psychology

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

PS314B - Psychological Disorders:child/Adolescent

Overview

Subject code
PS

Course Number
314B

Course Long Title
Psychological Disorders:child/ Adolescent

Credits
3

Course Description
The course offers an examination of childhood psychological disorders from biopsychosocial, cultural, and developmental psychopathology perspectives. The course covers theory, research, and controversies related to the nature, etiology, and treatment of disorders that begin in childhood or adolescence. The impact of these disorders on the child's development and family functioning is considered.

Prerequisites are PS203 and PS204 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will develop a basic understanding of the current theory and research regarding the nature, etiology and treatment of the major psychological disorders that occur during childhood and adolescence

2 Students will consider and be able to discuss the controversies that surround some important issues in child and adolescent developmental psychopathology such as how abnormal is defined; the use of diagnostic systems and labels; the use of medication with children; empirically supported treatments

3 Students will understand and recall the current thinking and research regarding the generalizability of theories and research across ethnic and social class differences

4 Students will reflect on the life experiences of children/adolescents who struggle with each of several selected psychological problems, including attitudes and coping strategies The experiences of their families will also be considered

PS320A - Psychology of Women & Gender

Overview

Subject code
PS

Course Number
320A

Course Long Title
Psychology of Women & Gender

Credits
3

Course Description
This course features an exploration of theory and research with consideration of the biological, psychological, and socio-cultural influences on women and gender development. Students will become familiar with current research findings and explore the intersectionality of gender with other social identities such as class, race, ability, age, and sexual orientation

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge of the concepts and theories that shape the field of psychology of women and gender

2 Critically examine contemporary research related to the psychology of women and gender

3 Explain the influence of intersectionality related to gender experience

4 Evaluate how gender influences development across the lifespan

5 Examine the biological, psychological, and socio-cultural similarities and differences across gender

6 Identify the mechanisms that support the unequal status and treatment of women and other genders

PS321 - Cognitive Processes

Overview

Subject code
PS

Course Number
321

Course Long Title
Cognitive Processes

Credits
3

Course Description
This course covers the theories and research that describe mental processes such as perception, learning, attention, memory, and language. Students will learn about how we organize information and how we use this information in our daily lives to make decisions and solve problems. Prerequisites: PS 203 and PS 204 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will attain an overview of Cognitive Psychology, including current theory and research

2 Students will acquire experience with the research methodology of Cognitive Psychology

3 Students will gain hands-on experience with a variety of experimental techniques used in Cognitive Psychology

4 Students will examine every day experiences through the lens of major concepts of Cognitive Psychology

5 Students will Apply insights from cognitive psychology to themselves as a learner

PS322 - Learning and Memory

Overview

Subject code
PS

Course Number
322

Course Long Title
Learning and Memory

Credits
3

Academic Level
Undergraduate

School
School of Health Sciences

PS327 - Group Process

Overview

Subject code
PS

Course Number
327

Course Long Title
Group Process

Credits
3

Course Description
This course includes both experiential learning in groups and the study of theoretical perspectives and research findings about groups. Students will engage in a variety of group activities as well as the more traditional classroom activities of lecture and discussion. Prerequisites: PS 203 and PS 204 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology

2 Appreciate the socio-cultural contexts that influence individuals Interact effectively and sensitively with people from diverse backgrounds

3 Demonstrate an understanding of how psychological theory and research is applied inmultiple professional domains (e g , counseling, education, neuroscience, and nursing)and in everyday life

4 Develop sound arguments based on thoughtful evaluation of the psychological literature

PS328 - Positive Psychology

Overview

Subject code
PS

Course Number
328

Course Long Title
Positive Psychology

Credits
3

Course Description
This course examines psychology from the perspective of strengths and virtues. It incorporates theory, research, and experiential learning. Topics covered include pleasure and positive experiences, happiness, character strengths, values, wellness, positive interpersonal relationships, and the institutions that facilitate these positive outcomes. Prerequisites: PS 203 and PS 204 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will compare the theoretical perspective of positive psychology with other theoretical perspectives in psychology

2 Students will discuss the scope and goals of positive psychology, as well as specific topics within positive psychology and the research that examines positive psychology

3 Students will participate in and reflect on experiential exercises

PS329A - Neuropsychology

Overview

Subject code
PS

Course Number
329A

Course Long Title
Neuropsychology

Credits
3

Course Description
This course will focus on the study of brain-behavior relationships. Students will gain an understanding of the major ideas and theories in neuropsychology. Topics covered will include principles of brain organization and function, assessment and diagnostic techniques, neuropsychological disorders occurring throughout the lifespan as well as recovery, rehabilitation, and currently available treatments. We will address ethics and the role of emerging technologies in shaping the direction of the field. Prerequisites: any two of the following three: PS 203, PS 204, or PS 233 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Students will demonstrate a comprehension of brain structure and function/dysfunction

2 Students will apply a neuropsychological framework toward understanding neurological disorders

3 Students will analyze the underpinnings of human behavior Students will identify the brain regions involved in neuropsychological processes apply theoretical perspectives discussed throughout the course to explain these processes and ultimately evaluate how they can go awry in instances of neurological disorder

PS402C - Capstone

Overview

Subject code
PS

Course Number
402C

Course Long Title
Capstone

Academic Level
Undergraduate

School
School of Health Sciences

PS440 - Theory & Practice of Psy.I

Overview

Subject code
PS

Course Number
440

Course Long Title
Theory & Practice of Psy.I

Credits
4

Course Description
Students will combine an internship experience (8-12 hours per week on site) with weekly seminars. Learning will occur through integration of on-site experiences with individualized and group readings and discussions. Each student will evaluate theory and research as it applies to her or his own experiential learning while developing observational, analytical, and professional skills. Prerequisites: PS 301 and senior status or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Effectively integrate experience/practice with relevant psychological theory and research

2 Differentiate inference from observation and critically analyze field experiences

3 Engage in respectful, professional collaboration in the field of psychology, and work successfully with others in a professional setting and in the classroom setting

PS441 - Theory & Practice of Psy. II

Overview

Subject code
PS

Course Number
441

Course Long Title
Theory & Practice of Psy. II

Credits
4

Course Description
In this course, students will continue to synthesize theory and practice through a combined internship and seminar experience. Learning will occur through integration of on-site experiences (8-12 hours per week) with individualized and group readings and discussions. Each student will evaluate theory and research as it applies to her or his own experiential learning while developing observational, analytical and professional skills. Students will have access to resources for career development.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Effectively integrate experience/practice with relevant psychological theory and research

2 Differentiate inference from observation and critically analyze field experiences

3 Engage in respectful, professional collaboration in the field of psychology, and work successfully with others in a professional setting and in the classroom setting

PY101 - Intro.Physics Health Sciences

Overview

Subject code
PY

Course Number
101

Course Long Title
Intro.Physics Health Sciences

Credits
3

Course Description
This course is an algebra-based introduction to the topics and fundamental concepts of physics that are applicable in the various allied health professions. It covers selected topics such as forces and motion, energy, waves, sound, electricity and magnetism, the electromagnetic spectrum, optics, and a basic introduction to nuclear and radiation physics. This course is not applicable toward natural science majors that have specific physics requirements or recommendations at a more advanced level, nor does it prepare students for admission to professional programs in schools of medicine, dentistry, veterinary medicine, or pharmacy. Prerequisite: MA100A or QR103 (F,S,P)

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MA100A - Applied College Algebra
- QR103F - Quantitative Reason Finance/Lab
- QR103P - Quantitative Reason PreCalc/LAB
- QR103S - Quantitative Reason Stats/LB

Learning Outcomes

Learning Objectives

1 Explain some of the most important Physical concepts

2 Demonstrate the ability to integrate the concepts of physics in health science topics

3 Identify the physical process and events that can be used to better analyze health science issues

4 Recognize the basic terminology of Introductory Physics

5 Apply knowledge of fundamental concepts to problem solving in Physics

PY213 - General Physics/Lab

Overview

Subject code
PY

Course Number
213

Course Long Title
General Physics/Lab

Credits
4

Course Description
This course is a calculus-based introduction to the study of motion, Newtonian mechanics, work, energy, oscillation, waves, electromagnetic forces and fields, and an introduction to modern physics is presented with a laboratory. Pre-requisite: MA 107.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MA107 - Introductory Calculus/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- PY213X - Lab

Learning Outcomes

Learning Objectives

1 Identify the concepts of calculus-based physics to recognize, analyze and apply these concepts in an appropriate integrative and coherent fashion

2 Analyze and solve physics problems with the application of synthetic logical thought that is well organized and leads to answers that are relevant and clearly provide justifiable solutions to problems

3 Recognize the intellectual structure of physics through exposure to the concepts of physics including relevant historical contexts

4 Analyze and present quantitative data and to draw conclusions from data

5 Apply knowledge of fundamental concepts in physics to conduct Laboratory experiments

PY214 - General Physics/Lab

Overview

Subject code
PY

Course Number
214

Course Long Title
General Physics/Lab

Credits
4

Course Description
This course is a calculus-based introduction to the study of motion, Newtonian mechanics, work, energy, oscillation, waves, electromagnetic forces and fields, and an introduction to modern physics is presented with a laboratory. Prerequisite: PY 213

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PY213 - General Physics/Lab

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- PY214X - Lab

Learning Outcomes

Learning Objectives

1 Apply the concepts of rotational motion and conservation of angular momentum

2 Demonstrate an understanding of principles of thermodynamics

3 Explain wave propagation using knowledge of oscillations

4 Explain the behavior of charged particles with different distributions

5 Develop necessary skills to calculate electric circuits with different type of connections of resistors and batteries

6 Demonstrate knowledge of the laws describing magnetic fields

PY301 - Radiation Physics

Overview

Subject code
PY

Course Number
301

Course Long Title
Radiation Physics

Credits
3

Course Description
This course provides a basic understanding of radiation physics, including atomic structure, radioactive decay and activity, uses of radioactivity, the interaction of radiation with matter and radiation detection and measurement. This course will also cover mathematical and scientific concepts necessary in the understanding of radiation physics. Prerequisites: PY101 and MA210.

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PY101 - Intro.Physics Health Sciences
  AND MA210 - Statistics

Learning Outcomes

Learning Objectives

1 Explain atomic structure and its significance in understanding radiation

2 Describe the mechanisms pertaining to radioactive decay and ionization

3 Identify various sources of radiation and its significance in medical science

4 Compute radioactive decay to understand its physical and biological effects

5 Demonstrate the role of physics in radiation science

QR100 - Lab:Quantitative Reasoning

Overview

Subject code
QR

Course Number
100

Course Long Title
Lab:Quantitative Reasoning

Credits
1

Course Description
This one credit remedial lab course focusses on basic arithmetic skills and vocabulary, which are required for the Quantitative Reasoning course. Topics include operations with whole numbers, fractions, decimals, ratios, rates and proportions, percent, evaluating and simplifying algebraic expressions, solving linear equations and some basic geometry topics.

Academic Level
Undergraduate

School
School of Arts and Sciences

QR101 - Quantitative Reasoning

Overview

Subject code
QR

Course Number
101

Course Long Title
Quantitative Reasoning

Credits
3

Course Description
This course focuses on the importance of mathematics in the real world. Topics include logic and problem solving, quantitative information in everyday life, mathematical modeling, and other real-world applications. The course is designed to enhance the ability of students to analyze quantitative information, and it serves as foundation for other courses in mathematics. Note: QR 101A is a 4-credit course with a lab component attached to it. This means that in addition to the regular instruction time the students in this course will meet another 1.5 hr/week for supplimental instruction.

Academic Level
Undergraduate

School
School of Arts and Sciences

QR103S - Quantitative Reason Stats/LB

Overview

Subject code
QR

Course Number
103S

Course Long Title
Quantitative Reason Stats/LB

Credits
4

Academic Level
Undergraduate

School
School of Arts and Sciences

Requirements

Simple Requisites

Course Requisites

Course Corequisites

Type
Corequisite

Corequisites

Enroll in the following Courses:

- QR103SX - Lab

Learning Outcomes

Learning Objectives

1 Identify the means to test the hypotheses (logic, procedure, and data) and the validity of arguments

2 Express relationships between sets, or categories using Venn diagrams

3 Describe both the absolute and relative change in a given quantity and interpret such statements about the change

4 Analyze various functions involved in mathematical modeling

5 Model and solve a variety of real world problems

QR105 - Mathematics: Methods in Madness

Overview

Subject code
QR

Course Number
105

Course Long Title
Mathematics: Methods in Madness

Credits
3

Course Description
This course covers topics in discrete and finite mathematics selected from social choice, graph theory, combinatorics, probability, matrices, number theory, and/or game theory. Elementary computer programming is used for applications to the natural and social sciences. Required for this course is knowledge of the basic concepts of algebra, logic, as well as functions and their graphs.

Academic Level
Undergraduate

School
School of Arts and Sciences

Learning Outcomes

Learning Objectives

1 Apply the basic concepts of graph theory to a variety of problems related to social networks, transportation, and optimal resource management

2 Analyze data using numerical and graphic techniques

3 Analyze relationships between variables

4 Use a programming language to process data and program solutions to problems

5 Explain the different ways of collecting data

6 Use the basic concepts, models, and rules of probability to compute probabilities

7 Apply the various voting procedures introduced

8 Apply the various apportionment methods and paradoxes introduced and to make connections with the political history under which such methods were introduced and such paradoxes were observed

RA601 - Overview Med.Product Industry

Overview

Subject code
RA

Course Number
601

Course Long Title
Overview Med.Product Industry

Credits
3

Course Description
This overview of the industry is intended to provide a common basic level of understanding, whether the student comes directly from an undergraduate program, another graduate program, or from industry experience in limited types of products or associate activities. It includes: - the medical product industry (pharmaceutical, biotechnology, and devices) typical company structures laws, regulations, and standards - the government structures, agencies, organizations, and societies that influence and produce them - regulatory agencies that enforce them - third-party organizations (product testing, quality system auditing, and/or clinical research organizations) the healthcare industry (providers, such as hospitals and clinics, and other health-related entities such as insurance companies, HMOs, and government health plans)

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 The medical product industry (pharmaceutical, biotechnology, and devices) typical company structures laws, regulations, and standards

2 The government structures, agencies, organizations, and societies that influence and produce them

3 Regulatory agencies that enforce them

4 Third-party organizations (product testing, quality system auditing, and/or clinical research organizations) the healthcare industry (providers, such as hospitals and clinics, and other health-related entities such as insurance companies, HMOs, and government health plans)

RA602A - FDA Regulations

Overview

Subject code
RA

Course Number
602A

Course Long Title
FDA Regulations

Credits
3

Academic Level
Graduate

School
School of Health Sciences

RA602B - FDA Regulations

Overview

Subject code
RA

Course Number
602B

Course Long Title
FDA Regulations

Credits
3

Course Description
This course focuses on the U.S. Food and Drug Administration (FDA) organization, with an indepth overview of federal requirements, regulatory statutes, and provisions applicable for product jurisdictions including review of the regulatory product development, manufacturing (cGMP), submissions, and regulatory approval processes for drugs, devices, biologics, foods, and cosmetics. This includes a discussion of the FDA's mandatory actions, post-market compliance, and enforcements. The course evaluates the FDA's guidance on the International Council for Harmonization of Technical Requirements for Pharmaceuticals for Human Use (ICH) guidelines interpretation and their application in product development. The scope of the course includes an overview on FDA's collaborations and partnerships with the International Organizations, including the World Health Organization (WHO) and other Agencies and initiatives for supporting the global public health.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Analyze the FDAs organizational structure, branches, and compliance areas

2 Analyze the federal laws, regulations, and standards applicable for the FDAs product jurisdictions

3 Evaluate FDAs partnerships and collaborations, including the role of the World Health Organization (WHO) and the International Council for Harmonization (ICH)

4 Evaluate the comprehensive knowledge of FDAs current compliance, mandatory actions, enforcement and latest updates

RA603A - Pharmaceutical Prod Regul

Overview

Subject code	Course Number	Course Long Title
RA	603A	Pharmaceutical Prod Regul

Course Description

This overview course covers general elements of the Food and Drug Administration (FDA) and the nature of the industries regulated. The course provides a fundamental understanding of the organization and structure of the FDA; conveys a fundamental knowledge of the tools that the FDA uses to regulate the drug, biologics, and device industries by investigating the process that brings drugs, biologics, or devices to the marketplace; and provides a general knowledge of post marketing regulatory obligations of manufacturers, distributors and prescribers of health products that keep the products on the market and promote public health. Prerequisites: RA 601 and RA 602ARA

Academic Level

Graduate

RA604A - Medical Device Regulation

Overview

Subject code	Course Number	Course Long Title
RA	604A	Medical Device Regulation

Course Description

This course includes a survey of the principles of medical device regulation focused on the regulations of the United States, the European Union, and Canada. Students select a hypothetical product as a semester-long project and apply what they learn about each of the issues covered, including classification, quality systems, design controls, standards, software, biocompatibility, infection control and sterilization, production control, and post market activities. Prerequisites: RA 601 and RA 602A

Academic Level

Graduate

RA609 - Clinical Trial Management

Overview

Subject code
RA

Course Number
609

Course Long Title
Clinical Trial Management

Credits
3

Course Description
This course provides an introduction to the fundamentals of clinical trials, including The Code of Federal Regulations as they pertain to clinical trials, the role of the FDA, basics of drug and medical device trials, the FDA submission process, good clinical practices, institutional review boards, managing and monitoring clinical trials, and ethical principles including informed consent and conflict of interest. Prerequisites: RA 601 and RA 602A

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Goal 1 Identify clinical research team members and describe their primary roles and responsibilities

Goal 2 Describe the drug development process and identify key objectives of Phase I- IV trials

Goal 3 Identify the roles of FDA and ICH in the drug development process demonstrate an understanding of good clinical practice (GCP)

Goal 4 Describe the informed consent process and the required elements of consent

Goal 5 Discuss the purpose and function of the institutional review board (IRB)

Goal 6 Detail the protocol development process and the common elements of a protocol

Goal 7 Define an adverse event (AE) and describe the process of AE capture and report

Goal 8 Demonstrate an understanding of the current issues and complexities surrounding the use of information technology in clinical trials

Goal 9 Summarize the regulatory approval pathways for both drugs and devices, comparing and contrasting both processes

RA615 - Qual Systems & Risk Mgmt

Overview

Subject code
RA

Course Number
615

Course Long Title
Qual Systems & Risk Mgmt

Course Description
The student learns requirements and industry practice associated with the Medical Device Quality System Regulation, pharmaceutical Good Manufacturing Practice, Good Clinical Practice, Good Laboratory Practice, and associated international standards. Principles of quality system auditing will be studied and practiced in role-playing case studies. The principles of risk management and related regulations and standards are also taught and exercised in case studies. Risk management is applied to situations throughout the product life cycle. This course uses economic analysis to help understand the economic and financial problems now confronting our healthcare system. Considerable attention will be given to topics of current public concern including rapidly increasing costs, Medicare and Medicaid, excess capacity, expensive new technologies, national health insurance, and the problem of the uninsured. Prerequisites: RA 601 and RA 602A

Academic Level
Graduate

RA616 - Project Management

Overview

Subject code
RA

Course Number
616

Course Long Title
Project Management

Credits
3

Course Description
This course will cover project management terminology, key concepts, and ideas for planning and scheduling projects including assessment and management of project time, cost, scope, risk, and quality. The role of an effective project leader is a demanding one that requires a clear understanding of the five project processes: initiating, planning, executing, controlling, and closing. Effective project management and its concurrent need to establish defined scope, within budget and completion dates is key to success in today's dynamic biotech, pharmaceutical, and healthcare environments. Core principles and fundamentals will be covered, illustrating interpretation and application of such requirements: - The Project Life Cycle: Initiating, Planning, Executing, and Closing Projects Recognition of Project Management Tools and Templates - Scope (Project Charter), Time (Work Breakdown Structure), and Financial Management (Budget) - Defining Roles and Responsibilities - The Importance of Team Building and Teamwork - Team Dynamics, Risk Assessment, Lessons Learned and Process Improvement - Managing Client/Vendor Relationships

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Understand the definition of project management as well as typical language/tools used in performing effective project management in the business environment

2 Understand the phases and processes associated with a project

3 Acquire knowledge necessary to generate a Project Charter, Project Plan, Project Schedule, Performance Reporting Tools, etc.

4 Ability to Manage a project from beginning to the end;

5 Develop a working knowledge of a Work Breakdown Structure (WBS);

6 Develop a working knowledge of the formation & analysis of project schedules with emphasis on Critical Path

RA632 - Quality System Auditing

Overview

Subject code
RA

Course Number
632

Course Long Title
Quality System Auditing

Course Description
Medical products companies are subject to audits from regulatory and certification agencies and are required to have an internal audit program. This course describes the types of audits and the basic skills of auditing. Knowledge of quality system regulations and standards is covered briefly online. The course focuses on professional characteristics and skills of a lead auditor. (A basic knowledge of quality management systems is highly recommended. RA 615 can provide this understanding.)

Academic Level
Graduate

RA633 - Global Medical Device Regulation

Overview

Subject code
RA

Course Number
633

Course Long Title
Global Medical Device Regulation

Course Description
This course introduces the student to the basics of global regulations for medical devices and in vitro diagnostic (IVD) reagents. Subjects include product registration, quality systems, manufacturing and distribution licenses, and post-market surveillance regulations. The course will discuss the strategy issues and regulatory pathways to bring a medical device to market in Asia, Europe, Canada, and Australia; in accordance with global harmonization.

Academic Level
Graduate

RA650 - Coop Education Experience I

Overview

Subject code
RA

Course Number
650

Course Long Title
Coop Education Experience I

Credits
3

Course Description
The RCRM COOP course provides graduate students an opportunity to apply their knowledge from their academic curriculum industry work experience while pursing the certificate program. This learning and experience allow students to gain practical experience in the subject matter in an industry work environment. The RCRM COOP course is focused on clinical research management.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 To make Students more aware of the Increasing Width and Complexity of the Medical Product Industry

2 To Introduce Students to web-based sources which will be helpful to students during and after the course in tracking trends within the industry

3 To provide examples of how segments of the industry are significantly impacted by laws, regulations, and court decisions, in addition to scientific and engineering breakthroughs

RA651 - COOP Education Experience II

Overview

Subject code
RA

Course Number
651

Course Long Title
COOP Education Experience II

Credits
3

Course Description
Cooperative Education Experience 2 (COOP-2), is the second of three applied learning courses that provides graduate students an opportunity to apply their knowledge from their academic curriculum industry work experience while pursuing the RCRM certificate program. COOP-2 focuses on the topics of "Clinical Operations Management" in medical products clinical development. This learning and experience allow students to gain practical experience in the subject matter in an industry work environment. The COOP course structure permits students to challenge themselves with learning new skills, such as decision making, strategic planning, project management, and technical knowledge. Students can apply this knowledge from professional development and peer partnerships network learning to their future post-graduation career.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Analyze learning of Clinical Operations Management in medical products clinical development from the cooperative education experience through reflection upon these skills and concepts with peers in the academic learning environment

2 Reflect on cooperative education learning, new skills development, strategic planning, project management, technical knowledge and future career advancement

3 Evaluate the applicability of practical work experience execution, and decision-making in the real-world work environment related to clinical operations management

4 Evaluate the COOP learning outcomes with the peer network

RA652 - Coop Education Experience III

Overview

Subject code
RA

Course Number
652

Course Long Title
Coop Education Experience III

Credits
6

Course Description
Cooperative Education Experience 3 (COOP-3), is the last of the three applied learning courses that provides graduate students an opportunity to apply their knowledge from their academic curriculum industry work experience while pursuing the RCRM certificate program. COOP-3 focuses on the topics of "Clinical Trials Management and Regulatory Compliance" in medical products clinical development. This learning and experience allow students to gain practical experience in the subject matter in an industry work environment.

The COOP course structure permits students to challenge themselves with learning new skills, such as decision making, strategic planning, project management, and technical knowledge. Students can apply this knowledge from professional development and peer partnerships network learning to their future post-graduation career.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Analyze learning of Clinical Trials Management and Regulatory Compliance in medical products clinical development from the cooperative education experience through reflection upon these skills and concepts with peers in the academic learning environment

2 Reflect on cooperative education learning, new skills development, strategic planning, project management, technical knowledge and future career advancement

3 Evaluate the applicability of practical work experience execution, and decision making in the real-world work environment related to Clinical Trials Management and Regulatory Compliance

4 Evaluate the COOP learning outcomes with the peer network

RC101 - Regis First Year Seminar

Overview

Subject code
RC

Course Number
101

Course Long Title
Regis First Year Seminar

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

RC201 - Sophomore Year Seminar

Overview

Subject code
RC

Course Number
201

Course Long Title
Sophomore Year Seminar

Credits
1

Course Description
This course builds upon experiences and ideas emphasized in FYS, particularly the values and worldview of the Sisters of St. Joseph, the founders of Regis College. This investigation focuses on locating meaning in everyday experiences and articulating its importance to your academic and life goals. Through a variety of methods, second-year students will augment their academic work with co-curricular experiences vital to succeeding at Regis and beyond. In addition, students will gain skills in locating mentors, financial planning, and articulating their career goals

Academic Level
Undergraduate

School
School of Arts and Sciences

RS100 - Theology

Overview

Subject code
RS

Course Number
100

Course Long Title
Theology

Academic Level
Undergraduate

School
School of Arts and Sciences

Course Type
Hidden Course

RS102 - Religious Quest for Meaning

Overview

Subject code
RS

Course Number
102

Course Long Title
Religious Quest for Meaning

Credits
3

Course Description
This course will ask students to look at the common human experience of searching for meaning and the variety of responses given to this common search. Responses of significant religious thinkers and traditions will be examined.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS107 - Jesus: Myth & Reality

Overview

Subject code
RS

Course Number
107

Course Long Title
Jesus: Myth & Reality

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS110 - Techniques: Spiritual Growth

Overview

Subject code
RS

Course Number
110

Course Long Title
Techniques: Spiritual Growth

Credits
4

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

Academic Level
Undergraduate

School
School of Arts and Sciences

RS112 - Concept of Love

Overview

Subject code
RS

Course Number
112

Course Long Title
Concept of Love

Credits
3

Course Description
This course offers an exploration of the various forms of love: friendship, romantic love, and Christian love with texts from a variety of authors.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS130 - Cultivating the Inner Spirit

Overview

Subject code
RS

Course Number
130

Course Long Title
Cultivating the Inner Spirit

Credits
1

Course Description
This one-credit course aims to enhance students' inner lives by examining spiritual practice from both eastern and western faith traditions. Through exploring questions of meaning and purpose and offering experiences for connecting with their inner selves, the course aims to promote spiritual growth and provide participants with tools for maintaining one's sense of centeredness in the midst of our fast-moving world. Reading, reflection, and active participation are the essential components of this course.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS201 - Old Testament

Overview

Subject code
RS

Course Number
201

Course Long Title
Old Testament

Credits
3

Course Description
This course features a study of the sacred writings of the Jewish tradition with emphasis on the historical, cultural, and religious backgrounds of the writings. Questions to be considered include: What is the historical message of the Bible? What is its religious message? Does the Bible have a message for today?

Academic Level
Undergraduate

School
School of Arts and Sciences

RS202 - New Testament

Overview

Subject code
RS

Course Number
202

Course Long Title
New Testament

Credits
3

Course Description
This course features a study of the New Testament, including Gospels and Epistles, with stress on contemporary understanding taking into account the historical, cultural, literary, and religious backgrounds of these writings.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS206 - Comparative Religion

Overview

Subject code
RS

Course Number
206

Course Long Title
Comparative Religion

Credits
3

Course Description
This course offers thematic study of religion which compares and contrasts alternative views of God, human liberation, origins, morality, worship, and organization.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS208 - Stories of Belief

Overview

Subject code
RS

Course Number
208

Course Long Title
Stories of Belief

Credits
3

Course Description
This course is a consideration of autobiographical writings which manifest lived experiences of religious belief. The material will focus on questions of self, freedom, love, loneliness, death, and social responsibility.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS211 - Religion and Society

Overview

Subject code
RS

Course Number
211

Course Long Title
Religion and Society

Credits
3

Course Description
This course asks students to study the social dimension of religion, including the role of community, of ritual, and the responsibilities of love and justice toward society at large.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS215 - Catholicism: Cont. Persp.

Overview

Subject code
RS

Course Number
215

Course Long Title
Catholicism: Cont. Persp.

Credits
3

Course Description
This course offers a study of key topics in Catholic theology: God, Jesus, church, and worship. Emphasis will be placed on a contemporary understanding of Catholic thought in light of its historical sources. Particular attention will be paid to the question of the Church's place in the modern world and the challenges it faces in such forms as pluralism, feminism, and secularism.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS216 - The Meaning of Faith

Overview

Subject code
RS

Course Number
216

Course Long Title
The Meaning of Faith

Credits
3

Course Description
This course is an exploration of the problem of belief. The course will deal with human self-understanding and meaning. Students will confront faith and a delicate balance of personal decision and personal surrender. Unbelief will be examined.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS219 - Religion and Science

Overview

Subject code
RS

Course Number
219

Course Long Title
Religion and Science

Course Description
This course explores the relationship between religion and science with emphasis on the Catholic Church's early influence on scientific principles, and how that role has evolved. The course will begin with some basic scientific principles and move into the influence religion played in how society looked at and accepted various scientific theories.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS280 - Spirituality & Community Serv

Overview

Subject code
RS

Course Number
280

Course Long Title
Spirituality & Community Serv

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

RS304 - Symbol & Ritual in Human Life

Overview

Subject code
RS

Course Number
304

Course Long Title
Symbol & Ritual in Human Life

Credits
3

Course Description
This course features a study of the role of symbol and ritual in contemporary life. This will include an examination of the significance of religious ritual as an instrument for expressing and developing human life.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS308 - The Medieval Vision

Overview

Subject code
RS

Course Number
308

Course Long Title
The Medieval Vision

Credits
3

Course Description
This course offers students an interdisciplinary exploration of the medieval world. Team-taught, the course offers a kaleidoscope of perspectives on this rich period with history, philosophy, and theology as foundation. Added insights from a variety of disciplines supplement in and out-of-class experiences so that students will come to an understanding of a world with a vision of reality notable for its unity.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS309 - Religious Hope & the Future

Overview

Subject code
RS

Course Number
309

Course Long Title
Religious Hope & the Future

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

RS317 - Pluralism:One God,Many Faiths

Overview

Subject code
RS

Course Number
317

Course Long Title
Pluralism:One God,Many Faiths

Credits
3

Course Description
This course asks students to examine the implications of religious pluralism. Is there one path to salvation or many? Is Christianity unique? Is there more than one religious truth? Are all religions equally true?

Academic Level
Undergraduate

School
School of Arts and Sciences

RS318 - Women and Religion

Overview

Subject code
RS

Course Number
318

Course Long Title
Women and Religion

Credits
4

Course Description
Students in this course will study the exclusion of women from positions of influence in religion in spite of their historically devoted support of religion. The course draws on theology and cross-cultural studies to examine the status of women in religion and the social structures supported by images of women.

Academic Level
Undergraduate

School
School of Arts and Sciences

SLP600 - Evaluation & Clinical Writing

Overview

Subject code
SLP

Course Number
600

Course Long Title
Evaluation & Clinical Writing

Credits
3

Course Description
Principles and methods of assessing and monitoring progress in individuals with speech and language disorders. Examination and measurement techniques are explained and practiced. Reporting and documenting assessment results are also addressed.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1a Identify examples of ethical conduct and professional duty during administration, interpretation, and reporting assessments

1b Identify examples of professional integrity, accountability, and concern for individuals served

2a Diagnose a disorder using clinical reasoning

2b Provide recommendations that would assist in preventing a communication disorder

3a Integrate goals for multiple disorders into an intervention plan

3b Develop an intervention plan appropriate for a client who works with multiple healthcare and educational professionals

SLP605 - Speech-Lang. Pathology in Schools

Overview

Subject code
SLP

Course Number
605

Course Long Title
Speech-Lang. Pathology in Schools

Credits
3

Course Description
Service delivery models, laws and regulations, assessment, documentation, and processes for providing speech-language pathology services in schools. Professionalism and ethical decision making are examined and applied (MS Speech-Language Pathology students only).

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1a Identify examples of ethical conduct and professional duty in school

1b Identify examples of professional integrity, accountability, and concern for students served in schools

2a Diagnose a disorder using clinical reasoning

2b Provide recommendations that would assist in preventing a communication disorder

3a Integrate goals for multiple disorders into an intervention plan

SLP610 - Child Language Disorders

Overview

Subject code
SLP

Course Number
610

Course Long Title
Child Language Disorders

Credits
3

Course Description
Principles and methods of assessment and intervention for children with language and literacy disorders in preschool, elementary, and secondary school are examined. Psychosocial, historical, and multicultural perspectives are explored.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

3b Develop an intervention plan appropriate for a student who receives services from several school-based professionals

1 Identify language disorders based on comparisons to normal language development and function

2 Describe research findings related to language

3 Critically evaluate research, integrate theory, and apply evidence-based practice and clinical reasoning skills in order to problem solve within clinical settings

4 Demonstrate a professional code of conduct within the field of speech language pathology and audiology that is commensurate with the standards of the profession, including integrity, accountability, ethical conduct, communication, cultural competency, and patient care

SLP615 - Aphasia

5 Demonstrate knowledge of inter-professionalism in healthcare, and be able to collaborate with other health professionals to provide quality comprehensive services to individuals with diverse needs and backgrounds

Overview

Subject code
SLP

Course Number
615

Course Long Title
Aphasia

Credits
3

Course Description
Evaluation and treatment of adult language disorders including aphasia. Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders are discussed. The course will focus on the differential classifications in the diagnosis and treatment of aphasia, as well as comparisons to other neurogenic communication disorders.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Compare and contrast types of aphasia with dysarthria, apraxia, and dementia and appropriate management options

2 Discuss characteristics of disordered language due to neuropathology as it relates to listening, speaking, reading, and writing

3 Determine the effect of aging on recovery from cognitive deficits utilizing evidence-based research

4 Describe the impact of right and left hemisphere injuries on communication

5 Evaluate existing neuroimaging studies based on models of language processing

6 Recognize the role of neural plasticity on recovery of language and literacy

7 Identify the etiology of, and the social and psychological characteristics associated with, aphasia, right hemisphere dysfunction, TBI, and dementia

8 Identify causes, characteristics, contributing factors, and preventive measures for receptive and expressive language delays and disorders in listening, speaking, reading, and writing, including consideration of cognitive and psychosocial factors

9 Compare and contrast assessment and intervention methodologies appropriate to aphasia, right hemisphere dysfunction, TBI, and dementia across listening, speaking, reading, and writing modalities

10 Discuss the importance of cultural and socioeconomic factors influencing case management for adult language disorders

11 Discuss the importance of multidisciplinary management for individuals with aphasia and related cognitive/communication disorders

12 Discuss counseling strategies for patients and their caregivers related to disorders affecting communication and/or swallowing

13 Discuss ethical standards, responsibilities and conduct in assessment and management of aphasia and related disorders

14 Examine research deficits and needs within the field of aphasia and related communication disorders

SLP620 - Speech Sound Disorders

Overview

Subject code
SLP

Course Number
620

Course Long Title
Speech Sound Disorders

Credits
3

Course Description
Articulatory and phonological aspects of typical and disordered speech development in children are examined. Procedures for diagnosis and intervention are discussed and applied.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify speech sound disorders based on comparisons to typical phonological development and function

2a Describe research findings related to phonetics and phonology

2b Apply research findings to evidence-based practice

3 Apply methods of phonological and phonetic assessment (ASHA V-D, CAA 3 1 3, 3 1 4) for individuals across diverse populations

4 Develop an intervention plan that is based on the results of speech, language, and hearing assessment

5 5 Demonstrate knowledge of inter-professionalism in healthcare, and be able to collaborate with other health professionals to provide quality comprehensive services to individuals with diverse needs and backgrounds

SLP625 - Fluency Disorders

Overview

Subject code
SLP

Course Number
625

Course Long Title
Fluency Disorders

Credits
3

Course Description
Review of research and evidence-based practice for stuttering and related conditions. Methods for assessment and treatment are examined and applied.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify disorders related to speech fluency based on comparisons to normal speech production

2a Describe research findings related to speech fluency

2b Apply research findings to evidence-based practice

3 Apply methods of speech fluency assessment (ASHA V-D, CAA 3 1 3, 3 1 4) for individuals across diverse populations

4 Develop an intervention plan that is based on the results of speech fluency assessment and appropriate clinical reasoning

5 Practice effective communication with clients, their families, and other professionals

SLP630 - Motor Speech Disorders

Overview

Subject code
SLP

Course Number
630

Course Long Title
Motor Speech Disorders

Credits
3

Course Description
Review of neurology and neuropathologies that interfere with speech production, including dysarthria and apraxia of speech. Practical application of evidence-based practice for assessment and treatment of speech motor disorders

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify motor speech disorders based on comparisons to normal speech production in adults

2a Describe research findings related to speech motor disorders

2b Apply research findings related to speech motor disorders to evidence-based practice

3 Apply methods of assessing speech motor disorders (ASHA V-D, CAA 3 1 3, 3 1 4) for individuals across diverse populations

4 Develop an intervention plan that is based on the results of speech motor assessment

5 Practice effective communication with clients, their families, and other professionals on topics related to speech motor

SLP635 - Research Methods in SLP

Overview

Subject code
SLP

Course Number
635

Course Long Title
Research Methods in SLP

Credits
3

Course Description
Research Methods in SLP

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate accountability, integrity, and ethical decision making when designing a research study

2 Select appropriate research designs and statistical tests to answer research questions

3 Describe how peer-reviewed research is used in evidence-based practice

4 Evaluate peer-reviewed research in speech-language pathology and its validity, reliability, relevance and application

5 Write a research proposal addressing a specific question in SLP and employing appropriate scientific methods of discovery

SLP640 - Cognitive Comm. Disorders

Overview

Subject code
SLP

Course Number
640

Course Long Title
Cognitive Comm. Disorders

Credits
3

Course Description
Communication issues related to cognitive impairments such as acquired brain injury and neurodegenerative pathologies. Diagnosis and treatment decisions are determined and evaluated.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge of anatomical and physiological aspects of typical and atypical speech, language, hearing, cognition and swallowing processes, and genetic and pathophysiological processes affecting these functions

2 Demonstrate clinical skills to screen, assess, diagnose and provide appropriate interventions for individuals with communication and/or swallowing disorders across a diverse population, as well as develop interventions to help prevent or mitigate loss of communication functions

3 Critically evaluate research, integrate theory, and apply evidence-based practice and clinical reasoning skills in order to problem solve within clinical settings

4 Demonstrate a professional code of conduct within the field of speech language pathology and audiology that is commensurate with the standards of the profession, including integrity, accountability, ethical conduct, communication, cultural competency, and patient care

5 Demonstrate knowledge of inter-professionalism in healthcare, and be able to collaborate with other health professionals to provide quality comprehensive services to individuals with diverse needs and backgrounds

SLP645 - Voice Disorders

Overview

Subject code
SLP

Course Number
645

Course Long Title
Voice Disorders

Credits
3

Course Description
Diagnosis and clinical management of voice disorders. Normal laryngeal structure and function are reviewed and compared with vocal dysfunction.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify voice disorders based on comparisons to typical vocal anatomy and physiology

2a Describe research findings related to normal voice production and voice disorders

2b Apply research findings to evidence-based practice

3 Apply methods of voice assessment (ASHA V-D, CAA 3 1 3, 3 1 4) for individuals across

4 Develop an intervention plan that is based on the results of vocal assessment

5 Practice effective communication appropriate for clients, their families, and other

SLP652 - Counseling Principles and Methods in Speech-Language Pathology

Overview

Subject code
SLP

Course Number
652

Course Long Title
Counseling Principles and Methods in Speech-Language Pathology

Credits
1

Course Description
Application of counseling knowledge and skills to assist students, clients, and patients with communication disorders, as well astheir family members and caregivers. Emphasis is placed on ethical considerations, self-awareness, and clinical insightwhen serving a culturally diverse caseload.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Recognize the needs, values, and preferred mode of communication of individuals receiving cervices, family, caregivers, and relevant others

Objectives
1

2 Develop understanding and apply knowledge of care management of individuals receiving services

Objectives
2

3 Develop understanding of counseling issues associated with clients receiving services for communication disorders

Objectives
3

4 Understand and apply ASHA code of ethics

Objectives

4

SLP655 - Augmentative& Alternative Communication

Overview

Subject code
SLP

Course Number
655

Course Long Title
Augmentative& Alternative Communication

Credits
3

Course Description
History and recent developments in non-speech communication, including augmentative communication aids, techniques, and symbol systems. Cognitive, educational, social, cultural, and linguistic aspects are identified and discussed.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify cases in which augmentative and alternative communication (AAC) would be expected to be beneficial, based on a comprehensive assessment that includes consideration of normal development and function

2a Describe research findings related to AAC

2b Apply research findings to evidence-based practice

3 Apply methods of AAC assessment

4 Develop an intervention plan that is based on the results of a comprehensive AAC assessment, and appropriate clinical

5 Practice effective communication skills for

SLP660 - Dysphagia

Overview

Subject code
SLP

Course Number
660

Course Long Title
Dysphagia

Credits
3

Course Description
Normal and disordered anatomy and physiology of swallowing in children and adults. Principles of diagnosis and treatment are discussed and applied to swallowing disorders.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify swallowing disorders based on comparisons to normal swallowing function

2a Describe research findings related to normal swallowing and dysphagia

2b Apply research findings to evidence-based practice

3 Apply methods of swallowing evaluation for individuals across diverse populations

4 Demonstrate a professional code of conduct within the field of speech language pathology and audiology that is commensurate with the standards of the profession, including integrity, accountability, ethical conduct, communication, cultural competency, and patient care

5 Demonstrate knowledge of inter-professionalism in healthcare, and be able to collaborate with other health professionals to provide quality comprehensive services to individuals with diverse needs and backgrounds

SLP665 - Professional Issues

Overview

Subject code
SLP

Course Number
665

Course Long Title
Professional Issues

Credits
1

Course Description
Important information for students transitioning into clinical fellowships in speech-language pathology. Topics include professional certification exams, preparing documentation for graduation, job searching/interviewing, applying for licensure/certification, ethical challenges in the workplace, and continuing education responsibilities.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate knowledge and comprehension of electronic medical records and current health care regulation

2 Apply knowledge of research, current contemporary professional issues and advocacy

3 Evaluate oral and written communication of patient history

4 Evaluate the importance of cultural, ethical, and socioeconomic factors influencing case management for disorders affecting communication and/or swallow

5 Assess current Department of Education (DOE) policy, Massachusetts state standards, and other legislation which impacts service delivery in educational and health care settings

6 Apply educational, legal, ethical, and administrative issues surrounding language evaluation, eligibility, and intervention services (e g , IDEA regulations, MA State guidelines, and the ASHA Code of Ethics)

7 Analyze ethical standards and ethical conduct in assessment and management of disorders affecting communication and/or swallow

8 Apply the rules and principles of the Code of Ethics to clinical, academic, and research hypotheticals along with the scope of practice for speech-language pathologists

9 Analyze evidence-based practice case management strategies for disorders affecting communication and swallowing, including articulation, fluency, voice/resonance, receptive/expressive language, hearing disorders impacting speech/language, swallowing, cognition, social aspects of communication and communication modalities, using effective interaction with patients, families, professional, and other individuals (as appropriate)

SLP670 - Autism for Speech-Language Pathologists

Overview

Subject code
SLP

Course Number
670

Course Long Title
Autism for Speech-Language Pathologists

Credits
3

Course Description
This course will prepare students to work with individuals on the autism spectrum who require support to meet their communication needs. Principles and methods of assessment and intervention for communication challenges in children, adolescents, and adults on the autism spectrum will be examined. Behavioral, biological, cognitive, historical, and sociocultural perspectives will be explored.

Academic Level
Graduate

School
-

Learning Outcomes

Learning Objectives

1 Identify language disorders based on comparisons to normal language development and function, including pragmatics and social aspects of communication

2a Describe research findings related to language, including pragmatics and social aspects of communication

2b Apply research findings to evidence-based practice

3 Apply methods of language assessment, including pragmatics and social aspects of communication

4 Develop an intervention plan that is based on the results of language and hearing assessment

5 Practice effective communication with clients, their families, and other professionals

SLP681 - Externship I

Overview

Subject code
SLP

Course Number
681

Course Long Title
Externship I

Credits
2

Course Description
Students are assigned to their first field-based experience from a variety of clinical settings. Students may also be assigned to specialty clinics. Acceptable clinical hours may be applied toward certification. Prerequisite: SLP 600; SLP 680 or consent of instructor.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Conduct a screening

2 Select appropriate evaluation instruments and procedures

3 Adapt evaluation procedures to meet the needs of an individual client

4 Participate in an interprofessional decision about whether further evaluation is needed

5 Refine skills in clinical writing, documentation, and oral presentation

6 Construct an appropriate intervention plan for clients

7 Apply critical thinking skills in making appropriate clinical decisions

8 Measure clients progress and adjust goals and objectives

9 Demonstrate behavior and decision making in accordance with the ASHA Code of Ethics

10 Use best professional practices related to maintenance of confidentially for all individuals in accordance with HIPAA and FERPA requirements

SLP682 - Externship II

Overview

Subject code
SLP

Course Number
682

Course Long Title
Externship II

Credits
2

Course Description
Students are assigned to their second field-based experience from a variety of clinical settings. Students may also be assigned to specialty clinics. Acceptable clinical hours may be applied toward certification. Prerequisite: SLP 600;SLP 680;SLP 681 or consent of instructor

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Conduct a screening

2 Select appropriate evaluation instruments and procedures

3 Refine skills in clinical writing, documentation, and oral presentation

4 Construct an appropriate intervention plan for clients

5 Apply critical thinking skills in making appropriate clinical decisions

6 Measure clients progress and adjust goals and objectives

7 Demonstrate behavior and decision making in accordance with the ASHA Code of Ethics

8 Use best professional practices related to maintenance of confidentially for all individuals in accordance with HIPAA and FERPA requirements

9 Adapt evaluation procedures to meet the needs of an individual client

10 Participate in an interprofessional decision about whether further evaluation is needed

SLP683 - Externship III

Overview

Subject code
SLP

Course Number
683

Course Long Title
Externship III

Credits
2

Course Description
Students are assigned their third field-based experience from a variety of clinical settings. Students may also be assigned to specialty clinics. Acceptable clinical hours may be applied toward certification. Prerequisite: SLP 600;SLP 680;SLP 681;SLP 682 or instructor consent

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Conduct a screening

2 Select appropriate evaluation instruments and procedures

3 Refine skills in clinical writing, documentation, and oral presentation

4 Construct an appropriate intervention plan for clients

5 Apply critical thinking skills in making appropriate clinical decisions

6 Measure clients progress and adjust goals and objectives

7 Demonstrate behavior and decision making in accordance with the ASHA Code of Ethics

8 Use best professional practices related to maintenance of confidentially for all individuals in accordance with HIPAA and FERPA requirements

9 Adapt evaluation procedures to meet the needs of an individual client

10 Participate in an interprofessional decision about whether further evaluation is needed

SLP684 - Externship IV

Overview

Subject code
SLP

Course Number
684

Course Long Title
Externship IV

Credits
2

Course Description
Students are assigned their first externship experience from a variety of clinical settings. Acceptable clinical hours may be applied to certification.Prerequisite: SLP 600;SLP 680;SLP 681;SLP 682; SLP 683 or instructor consent

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Conduct a screening

2 Select appropriate evaluation instruments and procedures

3 Adapt evaluation procedures to net the needs of an individual client

4 Participate in an interprofessional decision about whether further evaluation is needed

5 Refine skills in clinical writing, documentation, and oral presentation

4 Construct an appropriate intervention plan for clients

7 Apply critical thinking skills in making appropriate clinical decisions

8 Measure clients progress and adjust goals and objectives accordingly

9 Demonstrate behavior and decision making in accordance with the ASHA Code of Ethics

10 Use best professional practices related to maintenance of confidentially for all individuals in accordance with HIPAA and FERPA requirements

SLP690 - Capstone

Overview

Subject code
SLP

Course Number
690

Course Long Title
Capstone

Credits
3

Course Description
Students culminate their experience in the program by completing a Capstone Project. Assistance is provided in determining an appropriate topic of study. Case studies, research literature, and/or empirical data will be gathered and analyzed to answer a research or clinical question.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Refine skills in research writing and oral presentation v

2 Demonstrate professional and ethical behavior while conducting and reporting research

3 Integrate information from a range of sources to reach appropriate conclusions

SMT213 - Sport in Society

Overview

Subject code
SMT

Course Number
213

Course Long Title
Sport in Society

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Discuss various sociological concepts, theories and research, and relate them to the field of sport

2 Examine the interrelationship between sport and society at the individual, community, national and global levels

3 Evaluate both historical and current events in sport and their impact on society (ie violence)

4 Evaluate historical and political events and their impact on sport (ie boycott of Olympics)

5 Discuss the impact of media on sports in society throughout the century

6 Examine the issues of sport and economics as they impact society

7 Examine controversial issues related to sport in society as they impact the individual, community, nation and world

8 Evaluate a controversial issue, develop a personal stand, and be able to defend this position using appropriate facts, research and experience

9 Value the input of fellow classmates by listening to opposing viewpoints and discussing the issue without degrading the individual

SMT216 - Intro. Sport Management

Overview

Subject code
SMT

Course Number
216

Course Long Title
Intro. Sport Management

Credits
3

Course Description
This course is an overview of the foundations of sport management and the professions in physical education and sport. This course is designed to enable students to understand sport management as a field of academic study and professional application and assist them in applying relevant knowledge within various contexts.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Define sport management and discuss the nature and scope of opportunities in the sport industry

2 Explain the importance of a professional perspective

3 Exhibit critical professional skills and attitudes

4 Critically evaluate major challenges confronting various segments of the industry

5 Explain the relevance of ethical, legal, and sociological concepts to the management of sport

6 Demonstrate an understanding of theories of management, leadership, and organizational behavior and explain how these theories are applied in sport enterprises

7 Demonstrate an appreciation of diversity through use of unbiased language and an inclusive approach to public relations

8 Identify research questions in sport management and demonstrate the ability to analyze and interpret published research

9 Become members of the profession who will have a positive influence on how sport is managed in the future

SMT340 - Sport Event Mgmt. & Promo

Overview

Subject code
SMT

Course Number
340

Course Long Title
Sport Event Mgmt. & Promo

Credits
3

Course Description
The purpose of this course is to provide the student with introductory exposure to the various ideas, techniques, and research related to sport event management and promotions. Prerequisites: SMT 216 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Compare/contrast traditional and niche events

2 Describe the four phases of the event planning model

3 Discuss various components involved in event operational planning including, but not limited to, staffing, facilities, sports medicine, media, promotions, hotels, transportation, food, and ticketing

4 Create an operational plan for one component of an event addressing tasks, responsibilities, and timeframes

5 Examine the importance of event evaluation and relate this to an event operational plan

6 Describe specific components of event bidding and their importance

7 Evaluate various components of event management and promotion related to specific events covered by the media

8 Prepare written and oral presentations that demonstrate critical thinking and application of specific components of event management and promotion

9 Participate in class discussions

SMT342 - Sport Marketing & Technology

Overview

Subject code
SMT

Course Number
342

Course Long Title
Sport Marketing & Technology

Credits
3

Course Description
This course will provide an in-depth investigation of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed include: sports marketing and technology versus traditional marketing, in-depth analysis of the segments of sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, an overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages. Prerequisite: SMT 216 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate utilization of marketing terminology and theory related to the sport industry

2 Examine sport marketing theory and how it can be used in the sport industry to meet the wants and needs of the sport consumer

3 Apply sport marketing theory and strategies in developing sponsorship proposals and completing application assignments

4 Analyze case studies in sport to determine if decisions made by the sport marketers were effective

5 Evaluate and constructively critique the sport marketing strategies of professionals, as well as fellow students

6 Synthesize course material and utilize the information to create a marketing plan for a sport organization

7 Develop and demonstrate an in-depth understanding of sport marketing and technology, its principle information resources, and its interrelatedness to other areas (Institutional Learning Outcome)

8 Demonstrate ability to work effectively with classmates to complete group projects/presentations

SMT345 - Legal Issues in Sport Mgmt.

Overview

Subject code
SMT

Course Number
345

Course Long Title
Legal Issues in Sport Mgmt.

Credits
3

Course Description
This course addresses the challenges for sports managers in law and provides strategies for success in their managerial performance. There is an increasing need for sport managers to be aware of the legal implications of their managerial performance. This course assists students in the development of knowledge and introduction to the legal issues facing those in the sports industry. The course will introduce students to the U.S. legal system and focus on the areas of tort and contract liability, agency, and constitutional law. Prerequisite: SMT 216 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 To identify basic, factual information about selected topics and cases of law

2 Recognize the legal issue in topics and cases that are covered within the areas of Torts, Contracts, Agency, and Constitutional Law

3 Discuss each case brief with the class, including the ability to identify and describe the argument for both plaintiff and defendant

4 Recognize the Rule of Law that would apply in each issue based on the factual information provided

5 Apply the Rule of Law towards the class discussion

6 Analyze the application of the Rule of Law that the Court has used, or would use, within the readings, or the fact pattern provided

7 Conclude, based on the analysis, as to what the court should rule, and support the argument for each party

8 Assess safety and negligent conditions surrounding an Athletic Facility, Arena, or sporting event

9 Measure the Liability of parties involved in fact patterns and case law

10 Examine the terms of Contracts related to Sports Management

11 Demonstrate increased comfort and communication skills within legal discussion

SMT355 - Facility Dsgn,operations&mgnt

Overview

Subject code
SMT

Course Number
355

Course Long Title
Facility Dsgn,operations&mgnt

Credits
3

Course Description
Sport facilities are changing at a rapid pace. Sport facility management represents one of the fastest growth areas in the sport industry. This class will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Also covered will be topics related to facility management, with special attention to back-house operations such as water, heating, cooling, and related factors. This is a comprehensive course focusing on applied rather than just theoretical knowledge. Prerequisites: SMT 216 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain the impact of ancient athletic facilities on the design, structure and function of modern day athletic facilities

2 Compare/Contrast various facility design, construction and renovation factors, including their unique qualities for specific athletic events

3 Identify and explain important aspects of facility operations, facility management, and facility maintenance

4 Examine the role and responsibilities of a facility manager

5 Evaluate various facility sites, as well as their operations and management, and appraise the strengths and weaknesses of each according to current industry standards

6 Describe the role that facilities play in revenue generation and how this relates to facility construction costs

7 Identify numerous costs related to facility construction, operation and maintenance, compare costs, and evaluate the cost effectiveness of specific items

8 Outline legal responsibilities as they relate to facility design and management

9 Critically analyze information presented in videos or during facility tours

10 Research selected topics and formulate both written and verbal summaries/applications of the information

SMT356 - Athletic Admin.&Sport Gov.

Overview

Subject code
SMT

Course Number
356

Course Long Title
Athletic Admin.&Sport Gov.

Credits
3

Course Description
Students will gain knowledge and apply principles related to athletic administration in various situations. They will explore the differences/similarities between various sport organizations in the high school, college, and professional realm of sport regarding rules, eligibility, scholarships/salaries, and recruiting. They will research the governing bodies to understand their function in maintaining order and compliance, as well as their role in dealing with infractions. Students at this level will be able to research, apply, analyze, and evaluate relevant material within specific situations. Prerequisites: SMT 216 or instructor permission

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Understand, explain, and apply the principles of leadership, management styles, and the various roles of an athletic administrator

2 Develop organizational charts, goals and strategic plans for various sport administration situations

3 Perform a job analysis and create a job description related to sport administration

4 Understand, discuss, and apply a variety of team development, group process and conflict management techniques

5 Increase knowledge regarding various governing bodies in youth, high school, intercollegiate and professional sport

6 Discuss the organizational structure, philosophy, policies, benefits, limitations, etc of various governing bodies in youth, high school, intercollegiate and professional sport

7 Research and discuss compliance issues in sport and the manner in which governing bodies address these issues

8 Research, discuss and present information related to issues in athletic administration and sport governance as assigned

9 Work as a team to develop a Sport Organization with appropriate governance, organization, strategic plan, job descriptions, etc

SO201 - Introduction to Sociology

Overview

Subject code
SO

Course Number
201

Course Long Title
Introduction to Sociology

Credits
3

Course Description
This course introduces students to the major theories, theorists, concepts, and methods used in the study of society. It considers a variety of topics including culture, socialization, gender, racial, economic, and social class divisions.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO205 - Social Problems

Overview

Subject code
SO

Course Number
205

Course Long Title
Social Problems

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO213 - Cultural Anthropology

Overview

Subject code
SO

Course Number
213

Course Long Title
Cultural Anthropology

Credits
3

Course Description
This course studies the principles of culture and of social organization through an intensive exploration of other societies and of American society, with special emphasis on gender roles and the status of women in different societies.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO260 - Peace in New Millennium

Overview

Subject code
SO

Course Number
260

Course Long Title
Peace in New Millennium

Credits
3

Course Description
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).

Academic Level
Undergraduate

School
School of Arts and Sciences

SO280 - Spirituality & Comm. Service

Overview

Subject code
SO

Course Number
280

Course Long Title
Spirituality & Comm. Service

Credits
3

Course Description
This interdisciplinary course will be co-taught by a professor from religious studies and a professor from sociology. Students will explore the spiritual enrichment and sociological insight that service work provides. Students will be placed in religious and secular settings that engage in direct service and advocacy. This course will engage students in applying sociological and theological concepts and theories to their experiences performing service work in a variety of settings.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO303A - Oppress/Prejud/Discrimination

Overview

Subject code
SO

Course Number
303A

Course Long Title
Oppress/Prejud/Discrimination

Credits
3

Course Description
This course will study groups that are oppressed, discriminated against, and stereotyped because other groups exploit them economically and politically and because of cultural and behavioral differences. Students will study the social, political, historical, economic, and cultural experiences of oppressed groups ("minorities") and compare these traditional "minorities" to women, older people, people with disabilities, and others.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO324 - Juvenile Delinquency

Overview

Subject code
SO

Course Number
324

Course Long Title
Juvenile Delinquency

Credits
3

Course Description
This course examines definitions, conditions, causes, explanations, and history of delinquency and the institutions that deal with it. It also explores the social, political, and economic conditions that shape children's and adolescents' lives and actions and how we respond to these actions.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO335 - Technol, Envir & Society

Overview

Subject code
SO

Course Number
335

Course Long Title
Technol, Envir & Society

Credits
3

Course Description
This course explores the social, moral, political, and cultural aspects of technological developments. Students will examine how technology and environmental issues impact social relationships and social institutions.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO354 - Women in Society

Overview

Subject code
SO

Course Number
354

Course Long Title
Women in Society

Credits
3

Course Description
This course examines some of the cultural and social definitions and interpretations of women and women's experiences. Taught from a woman's perspective, emphasis is on social institutions (economy, education, work, health, media, and family) that maintain inequality according to race, gender, social class, sexual preference, and the importance of meaningful social change.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO355 - Sociology of Health & Illness

Overview

Subject code
SO

Course Number
355

Course Long Title
Sociology of Health & Illness

Credits
3

Course Description
This course explores the role of culture in the experience of illness and the development of contemporary forms of health care, both clinical and alternative forms. The course explores challenging and provocative literature and research in the growing field of sociology of health that point to the critical role of culture in causation, experience, treatment, and healing of contemporary forms of illness and disability.

Academic Level
Undergraduate

School
School of Arts and Sciences

SO367 - Gender Roles

Overview

Subject code
SO

Course Number
367

Course Long Title
Gender Roles

Credits
3

Course Description
This course explores changing roles for both men and women in contemporary society. It examines how culture both influences and reflects emerging definitions of masculinity and femininity.

Academic Level
Undergraduate

School
School of Arts and Sciences

SP100 - Intro.Spanish for Hlth Sciences

Overview

Subject code
SP

Course Number
100

Course Long Title
Intro.Spanish for Hlth Sciences

Credits
3

Course Description
This is an oral survival course for students who have never had or have had very little experience with Spanish (no more than one or two years of high school Spanish). Emphasis is placed on speaking ability, and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Spanish-speaking world. In addition students will spend time in a community-based experiential learning setting where they will apply many of the expressions and structures learned in class. Prerequisites: No previous knowledge of Spanish (or very little experience with the language) is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

SP100X - Experiential Learn:Intro.SP

Overview

Subject code
SP

Course Number
100X

Course Long Title
Experiential Learn:Intro.SP

Credits
1

Academic Level
Undergraduate

School
School of Arts and Sciences

SP101 - Intro Spanish Lang/Cult I

Overview

Subject code
SP

Course Number
101

Course Long Title
Intro Spanish Lang/Cult I

Credits
3

Course Description
This course is an introduction to the study of the Spanish language and culture with attention to developing an ability to communicate in various social, cultural, and work-related settings. Attention will be paid to the rich history of the areas of the world where Spanish is spoken. The course emphasizes student interaction at the introductory level through class activities centered on Hispanic culture and history. No prior knowledge of Spanish is required.

Academic Level
Undergraduate

School
School of Arts and Sciences

SP102 - Intro Spanish Lang/Cult II

Overview

Subject code
SP

Course Number
102

Course Long Title
Intro Spanish Lang/Cult II

Credits
3

Course Description
This is a continuation of SP 101 or the equivalent and features an introduction to the study of the Spanish language and culture with attention to developing an ability to communicate in various social, cultural, and work-related settings. Attention will be paid to the rich history of the areas of the world where Spanish is spoken. The course emphasizes student interaction at the introductory level through class activities centered on Hispanic culture and history. Prerequisite: SP 101 or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP200 - Interm Spanish for Hlth Sciences

Overview

Subject code
SP

Course Number
200

Course Long Title
Interm Spanish for Hlth Sciences

Credits
3

Course Description
This is an oral survival course for students who have had SP 100, more than two years of high-school Spanish or the equivalent. Emphasis is placed on speaking ability and students will develop a basic communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Spanish- speaking world. In addition students will spend time in a community-based experiential learning setting where they will apply many of the expressions and structures learned in class. Prerequisites: SP 100, more than two years of high school Spanish or the equivalent, as determined by the Regis college language faculty.

Academic Level
Undergraduate

School
School of Arts and Sciences

SP200X - Experiential Learn:Interm.SP

Overview

Subject code
SP

Course Number
200X

Course Long Title
Experiential Learn:Interm.SP

Credits
1

Academic Level
Undergraduate

School
School of Arts and Sciences

SP201 - Intermed Spanish Lang/Cult I

Overview

Subject code
SP

Course Number
201

Course Long Title
Intermed Spanish Lang/Cult I

Credits
3

Course Description
This course continues to develop the ability to communicate in various social, cultural, and work-related settings. Additionally students develop the necessary skills to read, write, and speak about literature, culture, and current events from the Spanishspeaking world. The course emphasizes student interaction at the intermediate level through class activities centered on Hispanic culture, history, and literature. Prerequisites: SP 101, SP 102, or two or more years of high school Spanish or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP202 - Intermed Spanish Lang/Cult II

Overview

Subject code
SP

Course Number
202

Course Long Title
Intermed Spanish Lang/Cult II

Credits
3

Course Description
This course is the continuation of SP 201 (Intermediate Spanish Language and Culture). Students will continue to develop the ability to communicate in various social, cultural, and work-related settings. Additionally students will continue to develop the necessary skills to read, write, and speak about literature, culture, and current events from the Spanish-speaking world. The course emphasizes student interaction at the intermediate level through class activities centered on Hispanic culture, history and literature. Prerequisites: SP 201 or two years of high school Spanish

Academic Level
Undergraduate

School
School of Arts and Sciences

SP203 - Intro. to Spanish Literature

Overview

Subject code
SP

Course Number
203

Course Long Title
Intro. to Spanish Literature

Credits
3

Course Description
This course features a study of selected texts representative of the various genres and students will develop an appreciation of literary values. Classes will include practice in the oral and written use of the language as well as a brief review of grammar. Prerequisite: SP 202 or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP205 - Hispanic Culture

Overview

Subject code
SP

Course Number
205

Course Long Title
Hispanic Culture

Credits
3

Course Description
This course exposes the student to various aspects of culture in the Spanish-speaking world, as reflected in art, music, history, customs, and literature. This course is a requirement for the concentration in Hispanic studies for the major in history, world languages, and cultural heritage and is taught in English. Students in the concentration and Spanish minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 203 or equivalent. For other students there is no prerequisite.

Academic Level
Undergraduate

School
School of Arts and Sciences

SP206 - Hispanic Culture 20th-21st C

Overview

Subject code
SP

Course Number
206

Course Long Title
Hispanic Culture 20th-21st C

Credits
3

Course Description
In this course students learn about the history of the art, literature, music and customs of the Spanish-speaking world (Spain, Latin America and the United States) with a focus on the 20th and 21st centuries. The course begins with an overview of the 19th century independence movements in Latin America and their impact on Spain and ends with a study of the contributions by Latinos in the United States. This course is a requirement for the concentration in Hispanic studies for the major in history, world languages, and cultural heritage and is taught in English. Students in the concentration and Spanish minors are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 203 or equivalent. For other students there is no prerequisite.

Academic Level
Undergraduate

School
School of Arts and Sciences

SP300 - AdvSpanish for HealthSciences

Overview

Subject code
SP

Course Number
300

Course Long Title
AdvSpanish for HealthSciences

Credits
3

Course Description
This course is intended for native speakers and for students who have successfully completed SP 200, more than three years of high-school Spanish, or the equivalent. Emphasis is placed on correct and effective use of the language in both speaking and writing. Students will develop an advanced communicative competence in Spanish through a series of lessons designed specifically for today's health professional. Students will have ample opportunities to learn about the customs and cultures of the Spanish- speaking world. In addition students will spend time in a community-based experiential learning setting where they will apply many of the expressions and structures learned in class. Upon completion of this course with a grade of B- or above and achievement of a score of 60% or higher in the National Spanish Exam, Level 6, students will be awarded the Certificate in Spanish for Health Sciences: Advanced Proficiency. Prerequisite: SP 200, more than 3 years of high school Spanish, or the equivalent as determined by the Regis language faculty

Academic Level
Undergraduate

School
School of Arts and Sciences

SP300X - Experiential Learn:Adv.SP

Overview

Subject code
SP

Course Number
300X

Course Long Title
Experiential Learn:Adv.SP

Credits
1

Academic Level
Undergraduate

School
School of Arts and Sciences

SP301 - Reading Seminar

Overview

Subject code
SP

Course Number
301

Course Long Title
Reading Seminar

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

SP305 - Adv Span Grammar & Composition

Overview

Subject code
SP

Course Number
305

Course Long Title
Adv Span Grammar & Composition

Credits
3

Course Description
An advanced course designed to develop clarity of expression in the written language, intensive review of grammar, and extensive writing assignments. Prerequisite: SP 202 or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP306 - Advanced Conversation

Overview

Subject code
SP

Course Number
306

Course Long Title
Advanced Conversation

Credits
3

Course Description
This intensive course is designed to develop fluency with emphasis on vocabulary for business, medicine, travel, and food. Prerequisite: SP 305 or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP307 - Theater: Golden Age to Present

Overview

Subject code
SP

Course Number
307

Course Long Title
Theater: Golden Age to Present

Credits
3

Course Description
This course offers an examination of theater including works by Lope de Vega, Tirso de Molina, Calderón de la Barca, Federico García Lorca, and others. Prerequisites: SP 305, SP 306, or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP308 - Spanish Writers: 19th Century

Overview

Subject code
SP

Course Number
308

Course Long Title
Spanish Writers: 19th Century

Credits
4

Course Description
This course introduces students to the most famous literature from nineteenth-century Spain and to some of the literary movements of the time such as Romanticism, Naturalism, and Realism. Students should plan to read stories by the satirist Larra, love poetry by the romantic Bécquer, novels by the superb writer Galdós, a Don Juan play by the dramatist Zorrilla, stories by the woman writer Pardo Bazán, and other writings from that century. The readings will be discussed and analyzed along with multi-media presentations relevant to the course. Prerequisites: SP 305, SP 306 or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP311 - Latin American Literature

Overview

Subject code
SP

Course Number
311

Course Long Title
Latin American Literature

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

SP312 - Latin American Literature

Overview

Subject code
SP

Course Number
312

Course Long Title
Latin American Literature

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

SP314 - Latin American Cinema Global Context

Overview

Subject code
SP

Course Number
314

Course Long Title
Latin American Cinema Global Context

Credits
3

Course Description
Latin American films have gained increased visibility around the world in the 21st century. This interdisciplinary course seeks to review and analyze the evolution of contemporary Latin American cinema providing original views of major films and supporting readings to learn about the richness and complexities of Latin American culture and societies. The films selected will expose students to emerging issues such as diaspora, immigration, displacement, the environment, and the political and social unrest experienced in the region in recent years. The course is taught in English. Students taking this course for Spanish credit are required to submit written work in Spanish. Prerequisites for Spanish credit: SP 305, SP 306, or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP318 - Spanish Literature :20th Cent-Present

Overview

Subject code
SP

Course Number
318

Course Long Title
Spanish Literature :20th Cent-Present

Credits
3

Course Description
In this course, students will examine recent Spanish literature in its various genres (novel, short story, poetry, and drama) from the twentieth century to the present. Famous writers such as Lorca, Guillén, Salinas, Matute, Delibes, Machado, Alberti, Unamuno, Goytisolo, Cela, Fuertes, Martin Gaite, Montero, and others will be studied and discussed. The latest literary trends in Spain will be examined. Prerequisites: SP 305, SP 306 or equivalent

Academic Level
Undergraduate

School
School of Arts and Sciences

SP320 - Environ. Justice World Literature

Overview

Subject code
SP

Course Number
320

Course Long Title
Environ. Justice World Literature

Credits
3

Course Description
This course will focus on literature from different areas of the world that represents the intersection of environmental issues and various systems of social injustice, such as racism, sexism, and economic inequity. Primary texts include novels, short stories, essays, poems and oral stories from authors from pre-Columbian times to the present, and from diverse racial and national locations such as the United States, Great Britain, Spain, Italy, Nigeria, Colombia, Chile and Guatemala. An Ecocritical approach will guide students through the interpretation of the readings, which will be complemented by several documentaries that address questions relevant to global ecology and international perspectives on nature.

Academic Level
Undergraduate

School
School of Arts and Sciences

SP325 - Latinx Writers in the Us

Overview

Subject code
SP

Course Number
325

Course Long Title
Latinx Writers in the Us

Credits
3

Course Description
This course studies the literary contributions from the major immigrant groups that constitute Latinx communities in the United States: Mexican-Americans, Cuban-Americans, Puerto Ricans, Dominicans and Central Americans. Students will explore how writers represent issues of ethnic, linguistic, sexual and mythological identities. Subjects addressed include immigration, bilingualism, transculturation, border culture, gender relations, and the evolution of a queer conscience. The course is taught in English. Students taking this course for Spanish credit are required to do some readings in Spanish and submit written work in Spanish. Prerequisites for Spanish credit: SP 305, SP 306 or equivalent. Prerequisites for English credit: EN 105, EN 106 with permission of the instructor, or EN 211.

Academic Level
Undergraduate

School
School of Arts and Sciences

SW202 - Intro to Social Services

Overview

Subject code
SW

Course Number
202

Course Long Title
Intro to Social Services

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Health Sciences

SW303A - Life Span Human Behavior

Overview

Subject code
SW

Course Number
303A

Course Long Title
Life Span Human Behavior

Credits
3

Course Description
This course studies individual and family development across the lifespan from a bio/psycho/social perspective. Students use critical thinking skills in evaluating and applying various developmental theories in work with clients. Course content includes material on ecological and systems theory, cognitive and behavioral theories, and psychodynamic theories. Students complete three interviews and psychosocial assessments of someone at adolescence, midlife, and later adulthood.

Academic Level
Undergraduate

School
School of Health Sciences

SW304A - Communities, Orgs & Groups

Overview

Subject code
SW

Course Number
304A

Course Long Title
Communities, Orgs & Groups

Credits
3

Course Description
This course studies the effects of macro systems on human behavior from an ecological perspective. Course content includes material on communities, neighborhoods, and social networks; groups; and social movements. Students will draw on systems theory and empowerment theory to discuss assessment and effective practice interventions across the content areas.

Academic Level
Undergraduate

School
School of Health Sciences

SW306 - Research Methods

Overview

Subject code
SW

Course Number
306

Course Long Title
Research Methods

Credits
3

Academic Level
Undergraduate

School
School of Health Sciences

SW320 - Child Welfare

Overview

Subject code
SW

Course Number
320

Course Long Title
Child Welfare

Credits
3

Course Description
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

Academic Level
Undergraduate

School
School of Health Sciences

SW325 - Social Work in Health Care Settings

Overview

Subject code
SW

Course Number
325

Course Long Title
Social Work in Health Care Settings

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

SW327 - Social Policy & Social Change

Overview

Subject code
SW

Course Number
327

Course Long Title
Social Policy & Social Change

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

SW338 - Practice I: Intro. Generalist

Overview

Subject code
SW

Course Number
338

Course Long Title
Practice I: Intro. Generalist

Credits
3

Course Description
This course provides students with a foundation in the theoretical underpinnings of generalist practice, an understanding of the value base of the profession, and an overview of the knowledge, values and skills required for effective practice with individuals, families, groups and large social systems. Through course readings, case studies, and direct practice experiences in a concurrent 100-hour field placement, students learn the generalist practice method and build the skills of engagement, assessment, intervention, evaluation, and termination.

Academic Level
Undergraduate

School
School of Health Sciences

SW339 - Clinical Interviewing

Overview

Subject code
SW

Course Number
339

Course Long Title
Clinical Interviewing

Credits
4

Course Description
This social work course focuses on strengthening and broadening students' clinical interviewing skills. Students will practice and enhance traditional interviewing skills and will also learn non-traditional methods of assessment and intervention such as role-playing, sculpting, and using drama and metaphor. Prerequisites: SW 202, SW 303A

Academic Level
Undergraduate

School
School of Health Sciences

SW340 - Contemporary Social Problems

Overview

Subject code
SW

Course Number
340

Course Long Title
Contemporary Social Problems

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Health Sciences

SW342 - Baby Boom Gen: Adults Midlife

Overview

Subject code
SW

Course Number
342

Course Long Title
Baby Boom Gen: Adults Midlife

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

SW344 - Coping With Death and Dying

Overview

Subject code
SW

Course Number
344

Course Long Title
Coping With Death and Dying

Credits
3

Course Description
This course introduces students to the subject of death, dying, bereavement, and spirituality. It includes content on the meaning of death from many different theoretical and cultural perspectives. The course will include material on life cycle approaches to death and dying, legal and moral issues, bereavement, and clinical interventions. It also introduces students to the subject of spirituality and social work.

Academic Level
Undergraduate

School
School of Health Sciences

SW347 - Research Methods in Soc Work

Overview

Subject code
SW

Course Number
347

Course Long Title
Research Methods in Soc Work

Credits
3

Course Description
This course introduces the purposes, types, and basic methodology of social work research, using studies in social work. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, and ethical and political issues. It presents non-discriminatory, feminist, collaborative, and empowerment approaches as alternatives to traditional research perspectives. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research. Students' knowledge of research will be applied to social work practice. They will learn about single-subject design, program evaluation, needs assessment, and research interviewing. Students will complete the course with a research proposal. Prerequisite: SW 202

Academic Level
Undergraduate

School
School of Health Sciences

SW350 - International Social Work

Overview

Subject code
SW

Course Number
350

Course Long Title
International Social Work

Credits
3

Course Description
This course is designed to provide students with the knowledge of social welfare and human services from an international perspective. It will focus on the delivery of services and the role of social work professionals who work at the international level. The focus of the course could vary from year to year and include such subjects as health care, disasters, poverty, sex trafficking, genocide or child soldiers. The course could involve travel to another country. Prerequisite: SW 202. If travel is involved, students will need to provide three letters of reference and be interviewed by social work faculty before being accepted into the course.

Academic Level
Undergraduate

School
School of Health Sciences

SW401 - Integrating Seminar

Overview

Subject code
SW

Course Number
401

Course Long Title
Integrating Seminar

Credits
3

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

Academic Level
Undergraduate

School
School of Health Sciences

SW401C - Capstone

Overview

Subject code
SW

Course Number
401C

Course Long Title
Capstone

Course Description
Students complete and submit a required ePortfolio (resume, reflection essay, samples of work) as a graduation requirement. This section of the course is graded P/NP.

Academic Level
Undergraduate

School
School of Health Sciences

SW424 - Practice II:Gen. Indiv/Family

Overview

Subject code
SW

Course Number
424

Course Long Title
Practice II:Gen. Indiv/Family

Credits
3

Course Description
This course expands on the knowledge and skills students built in SW 338: Introduction to Generalist Practice, by providing them with the continued integration of theory and practice from a generalist social work perspective, with a particular focus on work with individuals and families. Students advance the development of the generalist knowledge, values, and skills required to effectively intervene with individuals and families from engagement through termination.

Academic Level
Undergraduate

School
School of Health Sciences

SW426 - Gen.Practice: Groups

Overview

Subject code
SW

Course Number
426

Course Long Title
Gen.Practice: Groups

Credits
3

Course Description
This course introduces students to specific theoretical and skills-based core concepts of generalist practice with small groups. The course prepares students for engagement, assessment, intervention planning and decision-making for effective and ethical service delivery to diverse families and groups within the context of social systems. Students learn theoretical models that integrate systems and ecological theory, the strengths perspective, and the problem-solving model.

Prerequisite: SW 338 Introduction to Generalist Practice.

Academic Level
Undergraduate

School
School of Health Sciences

SW427 - Gen.Practice:Comm. & Org.

Overview

Subject code
SW

Course Number
427

Course Long Title
Gen.Practice:Comm. & Org.

Credits
3

Course Description
This course encourages students to apply critical thinking, explore different community practice settings, and discuss how social workers serve diverse and vulnerable communities and organizations. The course introduces students to the history, values, theory, processes and skills for generalist social work practice at the level of groups, communities and organizations. The focus of the course is on change in large groups, social agencies, institutions, communities, and government. A special emphasis is on utilizing integrated social work practice to empower oppressed groups including members of racial, ethnic, and other non-dominant groups.

Academic Level
Undergraduate

School
School of Health Sciences

SW430 - Field Work Seminar I

Overview

Subject code
SW

Course Number
430

Course Long Title
Field Work Seminar I

Credits
6

Course Description
This course is a part one of a two-semester field placement and seminar that takes place inside the traditional classroom environment as a seminar for about 75 minutes a week and inside local community human/social service agencies for 16 hours a week over 15 weeks per semester. Students are placed in approved social work field sites with professional trained social work supervisors. They have one placement throughout the academic year and complete a minimum of 425 hours. Students meet once a week in the classroom to learn and discuss social work functions. Prerequisites: SW 332.

Academic Level
Undergraduate

School
School of Health Sciences

SW431 - Field Work Seminar II

Overview

Subject code
SW

Course Number
431

Course Long Title
Field Work Seminar II

Credits
6

Course Description
This course is a part two of a two-semester field placement and seminar that takes place inside the traditional classroom environment as a seminar for about 75 minutes a week and inside local community human/social service agencies for 16 hours a week over 15 weeks per semester. Students are placed in approved social work field sites with professional trained social work supervisors. They have one placement throughout the academic year and complete a minimum of 425 hours. Students meet once a week in the classroom to learn and discuss social work functions. Prerequisite: SW 430

Academic Level
Undergraduate

School
School of Health Sciences

SW600 - SW Practice with Communities & Org.

Overview

Subject code
SW

Course Number
600

Course Long Title
SW Practice with Communities & Org.

Credits
3

Course Description
This course encourages students to apply critical thinking, explore different community practice settings, and discuss how social workers serve diverse and vulnerable communities and organizations. The course introduces students to the history, values, theory, processes and skills for generalist social work practice at the level of communities and organizations. The focus of the course is on change in large groups, social agencies, institutions, communities, and government. A special emphasis is on utilizing integrated social work practice to empower oppressed groups including members of racial, ethnic, and other non-dominant groups. Prerequisites: SW 610.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe and analyze the purposes, objectives, values, and ethics that guide and direct social work practice with communities and organizations

2 Access and utilize technological advances for macro-focused generalist social work practice

3 Demonstrate cultural competencies in macro level practice and the promotion of social, economic, and environmental justice

4 Recognize and apply knowledge and evidence-based theories that inform macro practice with communities and organizations

5 Understand the role of a social worker in policy development and implementation in practice settings at macro levels to advance human rights and social justice

6 Demonstrate the following essential social work practice skills in macro practice focusing on strengths, capacities and resources of communities and organizations engagement, assessment, intervention, and evaluation

SW602 - HBSE I

Overview

Subject code
SW

Course Number
602

Course Long Title
HBSE I

Credits
3

Course Description
This course focuses on the biological, psychological, and social changes throughout the life cycle in the context of culture and the physical environment. Using a multidimensional approach, students study major theoretical frameworks in order to evaluate and apply this knowledge to practice with individuals, families, groups, organizations, and communities. This course advances the student's ability to evaluate the roles of oppression, marginalization, power, and privilege in shaping a person's life experiences. Prerequisites: None.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop an awareness of personal values and beliefs regarding human behavior, diversity, and vulnerable populations to better articulate professional values and ethics that support client systems

2 Identify the significance of diversity and its impact on human behavior and functioning with specific attention to differences in gender, race, ethnicity, social class, ability, and sexual orientation

3 Apply theories and perspectives related to human behavior and the social environment to client systems and their challenges in a manner consistent with social work values and the promotion of human rights and social, economic, and environmental justice

4 Explain the multidimensions of human behavior and analyze ways biological, psychological, social, cultural, organizational, and community systems affect individual, family, and group functioning

5 Explain ways gender, ethnicity, race, sexual orientation, social class, ability, and other factors contribute to human development and their implications for social work practice in engagement, assessment, intervention, and evaluation

6 Explain and apply basic principles of person-in-environment, strengths perspective, systems theory, ecological perspective, and biopsychsocial frameworks to guide the processes of engagement, assessment, interventions, and evaluation

SW604 - Exploring Intersections of Power, Privilege, & Identity

Overview

Subject code
SW

Course Number
604

Course Long Title
Exploring Intersections of Power, Privilege, & Identity

Credits
3

Course Description
This course examines how diversity and intersectionality shape human experiences and identity development. Students critically reflect on theways racism, oppression, and other social injustices shape human experiences and how these constructs influence practice at the individual, family, group, organizational, and community levels. The course focuses on acknowledging differences and inequalities and how social workers navigate these dynamics in their workwith clients. Students implement the elements of culturally responsive practice and self-assess their own cultural identities, biases, and behaviors. Students critically examine dominant societal values and the impact of power, privilege, and oppression, along with the exclusion of minoritized groups, and explore strategies for advancing social justice through applying anti-racist and anti-oppressive practices. Prerequisites: SW602.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Examine the role of a social justice and human rights framework and apply theoretical perspectives that inform culturally competent social work practice

Objectives
Revise to: Examine the role of intersectionality in shaping human experiences and identity development.

2 Understand cultural differences that are reflected in the worldviews of diverse populations and the sociopolitical dimensions of culturally competent care

Objectives
Revise to: Identify cultural differences that are reflected in the worldviews of diverse populations and the sociopolitical dimensions of culturally responsive care.

3 Recognize factors that are influential in the development of race/cultural identity in people of color, other marginalized groups, and people from dominant racial and ethnic groups.

Objectives
Revise to: Recognize factors that influence the development of identity in individuals from marginalized and dominant groups across dimensions such as race, ethnicity, gender, sexuality, ability, class, and other social identities.

4 Develop methods for continuing the process of building cultural competence through ongoing personal and professional self-assessment as it relates to cultural beliefs, attitudes, values, ethics, bias, privilege, behaviors and culturally competent social work practice

Objectives
Revise to: Develop methods for continuing the process of building cultural responsiveness through ongoing personal and professional self-assessment as it relates to cultural beliefs, attitudes, values, ethics, bias, privilege, behaviors and culturally responsive social work practice.

5 Identify harmful ideologies and barriers of multicultural social work practice and discuss effective strategies that promote cultural competence

Objectives
Revise to: Identify harmful ideologies and barriers toward anti-oppressive social work practice and effective strategies that promote cultural humility and responsiveness.

6 Demonstrate understanding of social and political factors that influence structural differences among vulnerable, marginalized, and minority populations and identify strategies that advance human rights and social justice

Objectives
Revise to: Analyze social and political factors that contribute to structural differences among vulnerable, marginalized, and minority populations while proposing strategies that advance human rights and social justice.

SW606 - Social Welfare Policy

Overview

Subject code
SW

Course Number
606

Course Long Title
Social Welfare Policy

Credits
3

Course Description
This course introduces students to the history of social welfare, the values and principles that shape policy, and the role of social work in policy-making. Students critically analyze social policies and the impact on diverse, underserved, and vulnerable populations. The delivery of social welfare services to individuals, families, communities, and groups are discussed, as well as, the theoretical perspectives that guide policy. This course presents the challenges of various diverse groups and encourages students to reflect on ways to advocate for policies and social welfare programs that promote human rights, social justice and advocate for social change. Prerequisites: None.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Describe the process of policy-making and the current social welfare policies and programs in the United States

2 Understand the history of social welfare policy and the development of the social work profession

3 Explain the theoretical perspectives on the development of policies related to poverty and the historically underserved

4 Identify conditions that promote or deter equal access to resources for minorities and be able to discuss concerns related to race, disability, gender and sexual orientation

5 Critically reflect on themselves, their professional identities, and the roles they may serve as potential policy practitioners

SW608 - HBSE II

Overview

Subject code
SW

Course Number
608

Course Long Title
HBSE II

Credits
3

Course Description
This course builds on the knowledge gained in SW 602: Human Behavior and the Social Environment I. Students examine human behavior across the life span and how various social environmental factors influence the developmental process. This course focuses on the stages of development from infancy to late adulthood. Theoretical frameworks related to the physical, emotional, social, spiritual, and cultural development of individuals, families, groups, and communities are analyzed and applied to client systems. Prerequisite: SW 602.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Use critical thinking to apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values and the promotion of social and economic justice

2 Recognize the nature and significance of diversity and its impact on human development, social functioning, and values with specific attention to differences in gender, age, race, ethnicity, social class, ability, and sexual orientation

3 Understand human behavior across the life span as influenced by a persons biological, psychological, social, and cultural attributes and experiences to contribute to an ability to engage, assess, and intervene with clients and constituencies

4 Demonstrate self-awareness about how our own attributes and life experiences impact on our capacity as social workers to relate to others with different personal attributes and life experiences

5 Use critical thinking to analyze and apply theoretical frameworks supported by empirical evidence to understand and assess individual development and behavior across the life span

SW610 - SW Practice with Individuals

Overview

Subject code
SW

Course Number
610

Course Long Title
SW Practice with Individuals

Credits
3

Course Description
This course provides students with a foundational understanding of the basic social work practice skills and knowledge. Students will be guided through the generalist planned change process to include developing relationship building skills to engage clients and gather data, assessment, treatment planning with identifying evidenced-based interventions, and implementing outcome evaluation of the interventions, within the context of a strength-based approach. Strategies for cultural competence and working with populations at risk will be presented throughout the course. The biopsycho-social-spiritual and cultural assessment framework is a central focus of this course. Prerequisites: None.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Apply social work ethical principles to guide professional practice according to the value base of the profession, its ethical standards, and relevant law

2 Understand and adopt the values and ethics required in the practice of social work, and be aware of conflicts between personal and professional values

3 Explain the limits of confidentiality between clients and social workers as well as the legal and ethical obligations of the social worker

4 Demonstrate basic engagement and assessment skills using a strengths-based perspective

5 Synthesize assessment data to develop treatment plans

SW612 - Field Ed.Internship & Sem I

Overview

Subject code
SW

Course Number
612

Course Long Title
Field Ed.Internship & Sem I

Credits
3

Course Description
Field Education Internship & Seminar I provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced master?s level social worker. Students are engaged in a minimum of 240 field hours for the 16-week semester in which they work directly with clients at an approved social service agency. Additionally, students meet in an online seminar session (remotely) during the semester. The seminar sessions provide support and mentoring while students complete the field practicum. Students integrate knowledge learned in generalist practice courses as they develop competency through the practical skills in field internship

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Integrate theoretical learning with practice experience using critical thinking skills in a generalist social work field experience

Objectives
Delete old objective - This is NEW OBJECTIVE: Complete a minimum of 240 hours at a generalist practice field practicum setting.

2 Understand and work under supervision within the structure and function of agency and community resource and delivery systems

Objectives
Delete old objective - This is NEW OBJECTIVE: Demonstrate progression toward achievement of MSW generalist program competencies in their field practicum.

3 Recognize ethical dilemmas and critically analyze agency policy in terms of social work values and ethics

Objectives
DELETE OLD OBJECTIVE, this is NEW OBJECTIVE: Engage in critical reflection on their field practicum experiences, including challenges, successes, and the impact of their practice.

4 Use generalist practice skills that are sensitive to client systems that are at risk or differ in social, cultural, racial religious, spiritual, and class backgrounds, gender, sexual orientation, ability and age and that assist and empower people to increase their capacities and enhance their well-being

Objectives
DELETE OLD OBJECTIVE, this is NEW OBJECTIVE: Analyze insights gained in field practicum through critical dialogue that relates insights to the program's generalist practice competencies.

5 Apply communication skills professionally, both in person, in documentation and in all other written tasks

Objectives
DELETE OLD OBJECTIVE, this is NEW OBJECTIVE: Synthesize field practicum learning with knowledge gained from other courses in the generalist curriculum.

6 Apply to practice those strategies and skills of change that advance social and economic justice based on an understanding of the forms and mechanisms of oppression

Objectives
DELETE THIS OBJECTIVE

7 Demonstrate professional use of self as a generalist social worker

Objectives
DELETE THIS OBJECTIVE

8 Use supervision to improve ones practice

Objectives
DELETE THIS OBJECTIVE

9 Develop goals and strategies for increasing self-awareness and assessing ones professional growth and development

Objectives
DELETE THIS OBJECTIVE

10 Identify gaps in services

Objectives
DELETE THIS OBJECTIVE

11 Evaluate effectiveness as a practitioner and describe how an agency may evaluate effectiveness of programs to guide practice

Objectives
DELETE THIS OBJECTIVE

SW614 - Research I:Ways of Knowing

Overview

Subject code
SW

Course Number
614

Course Long Title
Research I:Ways of Knowing

Credits
3

Course Description
This course introduces students to the basic concepts and methods of scientific inquiry used in social work practice. This course introduces qualitative and quantitative research design methodologies used in advancing social work knowledge and the evaluation of practice. Students learn to use and translate research evidence to inform and improve practice, policy, and service delivery. Particular attention in the course is given to cultural sensitivity and ethical guidelines for social research. Prerequisites: None.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Understand basic research principles and concepts within the framework of ethical practice

2 Identify ethical issues involved in social work research, including informed consent, confidentiality, use of data, and disclosure of findings

3 Understand and be sensitive to issues in the research process as they relate to diverse populations (e g , age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status)

4 Identify and describe the major types of designs used in social work research, including exploratory, descriptive and explanatory designs

5 Demonstrate knowledge of qualitative and quantitative research methods for evaluating practice outcomes and practice effectiveness

6 Demonstrate beginning competencies in evaluating research studies and translating such findings to improve practice, policy, and service delivery

SW616 - SW Practice:Families & Groups

Overview

Subject code
SW

Course Number
616

Course Long Title
SW Practice:Families & Groups

Credits
3

Course Description
This course introduces students to specific theoretical and skills-based core concepts of generalist practice with families and small groups. The course prepares students for engagement, assessment, intervention planning and decision-making for effective and ethical service delivery to diverse families and groups within the context of social systems. Students learn theoretical models that integrate systems and ecological theory, the strengths perspective, and the problem-solving model. Prerequisite: SW 610.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Apply social work ethical principles to guide professional practice according to the value base of the profession, its ethical standards, and relevant law

2 Understand and apply the general knowledge base of social work practice at the family and group level of practice

3 Identify aspects of human diversity within and between families and groups and the implications for this diversity in assessment, planning, intervention and evaluation

4 Apply assessment skills appropriate to the family and group levels of social work practice

5 Identify, critique, apply and evaluate social work theories and methods from a strengths-based generalist perspective for effective service delivery to diverse families and groups

6 Apply generalist practice skills in assessing families and groups and developing appropriate treatment plans

SW620 - Adv.Clin.Prac. with Indiv.

Overview

Subject code
SW

Course Number
620

Course Long Title
Adv.Clin.Prac. with Indiv.

Credits
3

Course Description
This advanced clinical course prepares students for direct clinical practice with individuals. The course builds on the generalist-level courses and introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with individual clients in a variety of clinical settings. Particular attention is given to the importance of the therapeutic relationship, ethical decision-making frameworks, and culturally sensitive relational techniques that foster therapeutic alliances with diverse clients. Prerequisites: SW 610, SW 612,SW 618.Advanced Standing students may receive transfer credit.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate professional use of self within the therapeutic relationship and manage their personal values and biases as they affect the clinical relationship

2 Identify the impact of multiple dimensions of identity upon social work practitioner-client interactions and apply this knowledge to clinical practice with individual clients

3 Engage clients through empathetic attunement to the clients experiences and narrative using a strengths-based approach and focusing on client resiliency

4 Evaluate and differentially apply theories of human behavior and social environment to ensure an understanding of the complexity of the clients context and needs

5 Formulate holistic clinical assessments that recognize client diversity, strengths, resilience, and coping skills

6 Evaluate the strengths and weaknesses of theoretical models and interventions and differentially apply them to clinical work with individuals to enhance client functioning and achieve practice goals

7 Use appropriate clinical evaluation in monitoring the implementation and outcomes of social work interventions with individuals

SW624 - Clinical Practice: Evaluation

Overview

Subject code
SW

Course Number
624

Course Long Title
Clinical Practice: Evaluation

Credits
3

Course Description
This specialized course builds on the generalist-level research course with an emphasis on evaluating and advancing clinical practice through program evaluation and single-subject design studies. Quantitative and qualitative methodologies are examined as means to inform social work research and clinical practice. Students will design, conduct, and report on a program evaluation or single-subject design study as a part of direct practice to assess clients, monitor intervention implementation and delivery, and evaluate program effectiveness or client change. Prerequisites: SW 614; Concurrent enrollment in SW 632 or SW 638 is recommended.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Demonstrate the integration of social work values and research ethics in the evaluation of clinical social work practice

Objectives
No change: Demonstrate the integration of social work values and research ethics in the evaluation of clinical social work practice.

2 Analyze ethical, social, political, and cultural issues in conducting evaluation of clinical social work practice

Objectives
No change: Analyze ethical, social, political, and cultural issues in conducting evaluation of clinical social work practice.

3 Apply understanding of culturally sensitive research in planning all phases of the evaluation project with respect to client systems

Objectives
Revised: Apply culturally informed, anti-racist, and anti-oppressive strategies in planning all phases of the evaluation project with respect to client systems.

4 Analyze empirical studies in evidence-based interventions that promote social, economic, and environmental justice with individuals, families, and groups

Objectives
Revised: Analyze empirical studies in evidence-based interventions that promote social, racial, economic, and environmental justice with individuals, families, and groups.

5 Analyze evaluation models and quantitative and qualitative methodologies and the ability to select the best method for evaluating an intervention or program

Objectives
Revised: Analyze evaluation models using quantitative and qualitative methodologies to select the most appropriate method to evaluate an intervention or program.

6 Assess the impact of agency policies, programs, and funding on the clinical services for individuals, families, and groups

Objectives
Revised: Assess the impact of agency policies, programs, research, and funding on clinical services for individuals, families, and groups.

7 Demonstrate the ability to interact with various program stakeholders (e g , agency administrators, clients) when preparing for and/or planning or implementing an evaluation study

Objectives
Change: Use program evaluation and single-subject design studies to identify gaps in intervention methods to improve future service delivery, policy effectiveness, and contribute to social work research knowledge.

8 Develop practical research skills by conducting a program evaluation or single-subject design study to evaluate services for individuals, families, and/or groups so that effective interventions based on evidence-based practice are utilized in clinical practice

Objectives

Revised: Conduct a program evaluation or single-subject design study to assess the effective use of evidence-based practice within the program or clinical intervention.

SW626 - Clin.Assessment & Diagnosis

Overview

Subject code
SW

Course Number
626

Course Long Title
Clin.Assessment & Diagnosis

Credits
3

Course Description
This specialized course focuses on the incidence, sw and mental health issues among children, adolescents, adults, and families using a holistic bio-psycho-social-spiritual and cultural approach and strengths perspective to evaluate human functioning through the life cycle. The course examines and utilizes the classification systems and theories applied in psychopathology and advanced clinical social work practice to assess and understand diagnostic categories within the DSM and to identify, analyze, and implement empirically based assessment tools. The course emphasizes assessment, advocacy, direct service, and community resources and supports. The course discusses the ethical responsibilities and necessary cultural awareness of an advanced clinical practice social worker. Prerequisites: SW 602, SW 608,SW 610.Advanced Standing students could receive transfer credit.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

A Analyze the potential conflicts between social work ethics and values and the DSM classification system

B Demonstrate an understanding and sensitivity to the impact of cultural context, belief systems, and cultural differences between client and social worker in assessing mental disorders and illnesses

C Analyze the stigmatizing patterns and discrimination that exist in society toward individuals and their families with mental illness

D Explain the roles of social workers in advocating for social justice outcomes in diminishing stigmatizing and discriminatory behaviors toward people with mental health issues

E Demonstrate an understanding of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) as the current classification systems for mental illnesses

F Identify symptoms and manifestations of mental disorders found in children, adolescents, and adults

G Apply an empowerment and strengths-based biopsychosocial model approach to assessment, diagnosis, and intervention with clients suffering with mental health issues

SW632 - Field Education Internship & Seminar III

Overview

Subject code
SW

Course Number
632

Course Long Title
Field Education Internship & Seminar III

Course Description
NEW COURSE DESCRIPTION: Field Education Internship & Seminar III is the first half of a two-semester course in the specialized (clinical) curriculum providing students with the opportunity to perform in the role of a clinical social work practitioner under the supervision of an experienced master?s level social worker. Students are engaged in a minimum of 300 field hours for the 16-week semester during which they work directly with clients at an approved social service agency. Additionally, students meet in an online seminar session (remotely) during the semester. The seminar sessions provide support and mentoring while students complete the clinical field practicum. Students integrate knowledge learned from specialized curriculum courses as they develop clinical competency through the advanced knowledge and skills learned in field education. CURRENT DESCRIPTION: This specialized course is the first half of a two-semester seminar course that facilitates students' fieldwork learning by providing an environment to critically reflect on the agency experience. Throughout the semester students develop an understanding of professional advanced clinical practice by integrating theory, research, policy, and ethical standards into their agency fieldwork. The purpose of the seminar is to allow students to share their field experiences with the instructor and their peers to enhance professional growth through mutual consultation. The areas of safety, self-care, and mandate reporting are discussed. Prerequisites: SW 612, 618.Advanced Standing students may receive transfer credit.

Academic Level
Graduate

SW634 - Adv.Clinical Prac. With Groups

Overview

Subject code
SW

Course Number
634

Course Long Title
Adv.Clinical Prac. With Groups

Credits
3

Course Description
This advanced clinical course prepares students for direct clinical practice with groups. The course builds on the knowledge of the generalist-level courses and focuses on the advanced clinical skills necessary for group work practice with clients experiencing a variety of social, emotional, and/or psychological issues. Evidence-based theories, interventions, and techniques used in social work group practice are examined in the context of developing strategies to engage, plan, implement, and facilitate groups across a diversity of practice settings. Prerequisites: SW 616, 612, 618.Advanced Standing students may receive transfer credit.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Apply advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with various populations

2 Display an understanding of the impact of diversity (ethnic, racial, religious, gender, age, sexual orientation, differently abled, and other special groups) on group planning, assessment and intervention

3 Demonstrate advanced knowledge of the dynamics and interventions appropriate in the planning, assessment and practice of groups that are strengths based and culturally responsive

4 Plan, formulate, and implement effective group interventions with diverse population during the initial, transition, working, and ending phases of the group process

5 Critically evaluate and apply theories of group dynamics and group structural variables used in various group work practice settings across the life spectrum

6 Demonstrate the ability to tailor and practice group work interventions for children, adolescents, adults, and older adults based on the context in which they are delivered

7 Evaluate, select, and design group work programs, methods, and activities based upon their empirical base, practice utility, potential, range of applicability and limitations

SW636 - Clin.Prac:Policies & Administration

Overview

Subject code
SW

Course Number
636

Course Long Title
Clin.Prac:Policies & Administration

Credits
3

Course Description
This specialized course emphasizes current policies, laws, and trends in clinical practice. Students develop knowledge and skills in the roles and functions of social workers in social work management, administration, and supervision in non-profit and public organizations. This course provides opportunities for students to build the necessary skills to become effective service providers and change agents in the context of their work in social service organizations. Prerequisite: SW 612, 618.Advanced Standing students may receive transfer credit.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Use the NASW Code of Ethics and ethical reasoning to analyze policy and practice issues affecting clinical social work practice

2 Promote leadership, policy, and practices that facilitate a respect for diversity and difference

3 Identify administrative policies, programs, and agency structures that increase resources, promote empowerment, promote human rights, and build capacity for clinical practice

4 Analyze organizational and administrative policies to determine the extent to which they are reflective of human rights and social and economic justice

5 Assess the impact of legislation, policies, programs, and funding on the clinical services for individuals, families, and groups

6 Communicate with key stakeholders, including agency staff, community members, and legislators to advocate for policies that improve, support and enhance the ability to offer and evaluate clinical services

SW638 - Field Ed.Intern&Seminar IV

Overview

Subject code
SW

Course Number
638

Course Long Title
Field Ed.Intern&Seminar IV

Credits
3

Course Description
Field Education Internship & Seminar IV is the second half of a two-semester course in the specialized (clinical) curriculum providing students with the opportunity to perform in the role of a clinical social work practitioner under the supervision of an experienced master's level social worker. Students are engaged in a minimum of 300 field hours for the 16-week semester during which they work directly with clients at an approved social service agency. Additionally, students meet in an online seminar session (remotely) during the semester. The seminar sessions provide support and mentoring while students complete the field practicum. Students integrate knowledge and skills learned from specialized curriculum courses as they develop competency through the advanced knowledge and skills learned in field education. Prerequisite: SW 632.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

Objective 1

Objectives
Complete a minimum of 300 hours at a specialized (clinical) practice field practicum setting.

Objective 2

Objectives
Demonstrate achievement of MSW specialized (clinical) program competencies in their field practicum.

Objective 3

Objectives
Engage in critical reflection on their field practicum experiences, including challenges, successes, and the impact of their practice.

Objective 4

Objectives

Analyze insights gained in field practicum through critical dialogue that relates insights to the program's specialized (clinical) practice competencies.

Objective 5

Objectives

Synthesize field practicum learning with knowledge gained from other courses in the specialized (clinical) curriculum.

SW642 - Adv.Clin.Practice w/ Families

Overview

Subject code
SW

Course Number
642

Course Long Title
Adv.Clin.Practice w/ Families

Credits
3

Course Description
This advanced clinical course prepares students for advanced clinical practice with families. The course builds on the knowledge of the generalist-level courses and introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with families in a variety of clinical settings. The course pays particular attention to interventions and skills in helping families overcome issues such as trauma, oppression, and social and economic injustices while also focusing on the unique experiences that shape the lives and development of family systems. Prerequisite: SW-612; SW 616;SW 618. Advanced Standing students may receive transfer credit.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Practice professional use of self within the therapeutic relationship and management of personal values and biases

2 Identify the impact of multiple dimensions of identity (e g , age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) upon social work practitioner-client interactions and apply this knowledge to clinical practice

3 Identify and apply evidence-based interventions that promote social, economic, and environmental justice with families

4 Recognize importance to engage clients through empathetic attunement to the clients experiences and narrative

5 Critically evaluate and differentially apply theories of human behavior and the social environment to guide clinical assessment with families

6 Formulate holistic clinical assessments that recognize client diversity, strengths, resilience, and coping skills

7 Evaluate the strengths and weaknesses of theoretical models and interventions and differentially apply them to client systems to enhance client functioning and achieve practice goals

8 Use appropriate clinical evaluation in monitoring the process and outcomes of social work interventions with families

SW644 - Trauma Child & Adolescents

Overview

Subject code
SW

Course Number
644

Course Long Title
Trauma Child & Adolescents

Credits
3

Course Description
This course prepares students for clinical practice with traumatized child and adolescent populations from diverse backgrounds. The course introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with traumatized children and adolescents in a variety of clinical settings. Theoretical and practical approaches to treatment of chronic stress, acute stress and trauma-related stress disorders specific to children and adolescents are examined with the goal of advancing students' knowledge of best practices. In addition, special attention is given toward recognizing secondary traumatization and implementing self-care strategies. Prereqs;SW 602;SW 608;SW 610;SW 616 or permission of the MSW Program Director.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

A Apply a developmental perspective to the complex and varied impact of trauma across the life cycle with an emphasis on development through adolescence

B Explain symptoms of secondary traumatization

C Identify self-care strategies to prevent or ameliorate vicarious trauma as a trauma-informed practitioner

D Illustrate ethical decision-making as it relates to trauma-informed care

E Summarize the complexity of trauma and its effects among children, adolescents, their families, and communities

F Apply trauma assessment skills in support of the diagnosis of trauma- and stressor-related disorders common among children and adolescents

G Apply culturally sensitive trauma-informed methods that are evidence-based in social work practice (e g , engagement, assessment, intervention, evaluation) of children and adolescents who were exposed to trauma

SW646 - Trauma in Adults

Overview

Subject code
SW

Course Number
646

Course Long Title
Trauma in Adults

Credits
3

Course Description
This course prepares students for clinical practice with traumatized adult and older adult populations from diverse backgrounds. The course introduces students to evidence-based theories and strengths-based intervention strategies applicable for working with traumatized adults in a variety of clinical settings. The course pays particular attention to trauma theory and skill development specific to the engagement, assessment, diagnosis, and treatment of adult populations, their families, and larger communities who have been exposed to potentially traumatizing experiences. prereqs:SW 602;SW 608;SW 610;SW 616 or permission of the MSW Program Director.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

A Apply a trauma-informed framework to the complex and varied impact of trauma across the life cycle with an emphasis on early to late adulthood

B Identify skills to protect against secondary traumatization

C Identify self-care strategies to prevent or ameliorate vicarious trauma as a trauma-informed practitioner

D Identify ethical decision-making as it relates to trauma-informed care

E Analyze the complexity of trauma and its effects among adults, their families, and communities

F Apply trauma assessment skills in support of the diagnosis of trauma- and stressor-related disorders common among adult populations

G Apply culturally sensitive trauma-informed methods that are evidenced based in social work practice (e g , engagement, assessment, intervention, evaluation) of adult populations who have experienced trauma

SW648 - Clin.Approach Substance AbuseTreatment

Overview

Subject code
SW

Course Number
648

Course Long Title
Clin.Approach Substance AbuseTreatment

Credits
3

Course Description
This course is designed with a major focus on developing competence in applying social work principles, critical thinking, and effective assessment and treatment skills with persons who abuse substances. Significant attention will be placed on familiarizing students with the field of substance use through specific components of effective substance use counseling. These include exploration of current research regarding the effects of substance use, addiction theory and critical examination of various treatment models used in substance use counseling. Students will be introduced to validated screening/assessment tools, evidence-based treatment models, help-seeking patterns and barriers to treatment for diverse groups. Prereqs:SW 602;SW 608;SW 610;SW 616 or permission of the MSW Program Director.

Academic Level
Graduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Apply theories of addiction, including biopsychosocial and environmental factors, to social work practice with individuals, families, and groups

2 Apply theories of addiction to assessment and treatment models for individuals, families, and groups

3 Explain the Substance use Continuum of Care model developed by the American Society of Addiction medicine (ASAM) and its relevance to addiction treatment

4 Apply screening protocols with individuals and families to determine the presence of substance use-related problems

5 Assess individuals and families in order to formulate diagnoses of substance use-related disorders

6 Apply critical thinking skills in ethical practice related to assessment and treatment of substance abuse disorders with individuals and families

7 Plan various forms of substance use treatment approaches for individuals, families, and groups

TH201 - Oral Interpretation

Overview

Subject code
TH

Course Number
201

Course Long Title
Oral Interpretation

Credits
3

Course Description
This course offers training in awareness and responsiveness of body and voice, quickening of insight, and exercise of spontaneity through oral reading of selected materials from current and classic works. Release through movement is emphasized. Studio work.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH203 - Introd. to Theatre

Overview

Subject code
TH

Course Number
203

Course Long Title
Introd. to Theatre

Credits
3

Course Description
This course introduces students to all phases of theatre: history, dramatic literature and theory, production, and management. This non-lecture course will actively involve students in learning by attending theatre performances in the Greater Boston area and watching play productions in class.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH206 - Women in Theatre

Overview

Subject code
TH

Course Number
206

Course Long Title
Women in Theatre

Credits
3

Course Description
This course offers exploration into the range of themes and impact of contemporary plays and dramatic criticism written by women and analysis of images of women depicted in plays from ancient Greece to the present. Accomplishments of women directors and designers are also considered in this course. Research and performance projects will be required.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH207 - Acting

Overview

Subject code
TH

Course Number
207

Course Long Title
Acting

Credits
3

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

Academic Level
Undergraduate

School
School of Arts and Sciences

TH208 - Musical Theatre

Overview

Subject code
TH

Course Number
208

Course Long Title
Musical Theatre

Credits
3

Course Description
Musical Theater explores the genre of the sung drama, including its history in Europe and the United States, its Western European cultural context, and the techniques involved in its creation and performance. Students will focus on several examples selected from throughout the history of musical theater. The course will culminate in a performance by students of excerpts from selected operas and musicals; depending on the students in the course, excerpts may include solo musical numbers, duets or trios, dramatic monologues, comedic routines, or dance numbers.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH216 - World Theatre in Its Context

Overview

Subject code
TH

Course Number
216

Course Long Title
World Theatre in Its Context

Credits
3

Course Description
This course includes a survey of dramatic literature and theatrical practice from its origins to the present. Particular attention is paid to Asian, African, Caribbean, European, and Latin American traditions. Students will examine theatre as an art form, an institution, and a social force. The course will give students the tools to begin their own research into specific theatrical periods, artists, and styles in world theatre. The class will culminate in research and performance projects.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH311 - Oral History & Performance

Overview

Subject code
TH

Course Number
311

Course Long Title
Oral History & Performance

Credits
3

Course Description
Students will engage in the process of creating a documentary theatre script. The focus will be on combining oral histories with research on a specified historical event and theatrical period. Students will learn methods and gain practical experience in documenting personal stories and translating those stories into a performance piece. The final script will be performed by the Regis College Theatre Company.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH322A - Theatre Practicum Special Top:Theatre Practicum

Overview

Subject code
TH

Course Number
322A

Course Long Title
Theatre Practicum Special Top:Theatre Practicum

Credits
3

Course Description
Students will meet during a regularly scheduled class time and participate in all aspects of preparing for a scheduled theatre production at the end of a semester, including set construction and design, costume construction and design, lighting design, stage management, and acting. Each student will specialize in one area for the final production. The class will culminate with a final production followed by a reflection paper at the end of the semester.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH325 - Drama as Learning Medium

Overview

Subject code
TH

Course Number
325

Course Long Title
Drama as Learning Medium

Credits
4

Course Description
This course examines the use of drama as an effective tool for learning and will consider the history and scope of the international Drama-in-Education movement. Topics will include: assessment of learning needs, drama methods and techniques, practical applications for the classroom and professional settings, creation and implementation of interactive drama structures, and evaluation.

Academic Level
Undergraduate

School
School of Arts and Sciences

TH327 - Museum Theatre

Overview

Subject code
TH

Course Number
327

Course Long Title
Museum Theatre

Credits
3

Course Description
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.)

Academic Level
Undergraduate

School
School of Arts and Sciences

THR200 - Foundations of Therapy Rec.

Overview

Subject code
THR

Course Number
200

Course Long Title
Foundations of Therapy Rec.

Credits
3

Course Description
This course provides an introduction to the history, philosophy, theory, concepts, and scope of practice of therapeutic recreation services. Topics will include servicedelivery models, ethics, standards of practice, credentialing, use of the clinical process in various treatment settings, and professional behavior specific to therapeutic relationships and practitioner/client interactions.

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Outline the history of therapeutic recreation

2 Differentiate foundational and theoretical concepts related to therapeutic recreation

3 Investigate professional therapeutic recreation organizations and opportunities for professional development

4 Examine credentialing and certification processes related to recreational therapy practice

5 Analyze the health care and human service system, including service delivery models, standards of practice, accreditation processes, and collaborative interdisciplinary practice related to recreational therapy practice

6 Recognize and describe the therapeutic/helping relationship and the principles that guide practitioner/client interactions related to recreational therapy practice

7 Discuss the clinical process (assessment, planning, implementation, evaluation) at an introductory level

8 Describe physical, cognitive, and developmental disabilities

9 Assess and articulate positions on a contemporary issue with an awareness and appreciation of the viewpoints of others

THR203 - Leadership Dev AdaptiveSport

Overview

Subject code
THR

Course Number
203

Course Long Title
Leadership Dev AdaptiveSport

Credits
3

Course Description
Students will gain an understanding of various conditions that impact motor skill performance, sport participation, recreation, and overall health and well-being of individuals with disabilities. The purpose of this course it to provide students with the knowledge and skills necessary to adapt sport and recreation activities to allow individuals with disabilities to actively participate for fun, skill development, competition, and/or improvement of personal well-being. During the course, students will observe/participate in various adapted physical activities

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Explain personal and societal attitudes regarding disability and the impact of various limitations

2 Recall principles of normalization, inclusion, self-determination, social role valorization, empowerment and personal autonomy

3 Highlight the history of disability sport and athlete advocacy in the United States

4 Explain athletic identity, participation motivation, social and environmental barriers, and body image of individuals with disabilities

5 Distinguish current trends, community resources, assistive techniques, and devices that benefit individuals with disability

6 Identify and describe various physical disabilities common to the world of sport

8 Apply disability and motivation theories to personal coaching/leadership pedagogy

9 Describe the skills required for participation in adaptive sport and recreation activities through observation and participation in these activities

10 Describe the challenges experienced by people with disabilities who seek to participate in adaptive sports and recreation activities through observation and participation in these activities

THR206 - Practicum in Recreational Therapy

Overview

Subject code
THR

Course Number
206

Course Long Title
Practicum in Recreational Therapy

Credits
2

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Gain knowledge of the role and responsibilities of levels of personnel providing RT services (RT, RT assistant, supervisor, manager, volunteers)

2 Gain knowledge of the principles and processes of interdisciplinary treatment teams and the role and responsibilities of a recreational therapist working as an integral part of that interdisciplinary team, including advocate for clients rights

3 Gain knowledge or RT standards of practice and ethical code and issues in health care

4 Gain knowledge of the components of a comprehensive treatment plan as required by regulatory agencies and professional standards of practice

5 Demonstrate skill in applying effective oral and written communication and professional behavior congruent with the title of recreational therapist

6 Develop knowledge of leadership and principles underlying the therapeutic/helping process, with emphasis on interaction between the RT and client

7 Recognize and describe the therapeutic/helping relationship and the principles that guide practitioner/ client interactions related to recreational therapy practice

8 Discuss the clinical process (assessment, planning, implementation, evaluation) at an introductory level

THR209 - Disabling Condition Hlth&function

Overview

Subject code
THR

Course Number
209

Course Long Title
Disabling Condition Hlth&function

Credits
3

Course Description
This course will provide an overview of disabling conditions affecting youth to adult populations including physical, intellectual, psychological, and developmental disabilities. The etiology, symptoms, prognosis, and impact on health and functioning of individuals with these conditions will be addressed. Students will also gain foundational knowledge regarding the benefit of physical activity and leisure interventions for individuals with these conditions.

Academic Level
Undergraduate

School
School of Health Sciences

THR212 - Assess, Plan and Document THR

Overview

Subject code
THR

Course Number
212

Course Long Title
Assess, Plan and Document THR

Credits
3

Course Description
Students will be introduced to various assessment techniques used in therapeutic recreation services and methods of documentation. Students will conduct assessments within the class setting and begin developing individualized programs based on the needs of the individual, documenting initial assessment and client progress. Prereq:THR 200

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Develop professional writing skills

2 Identify and apply various assessment tools used in a multitude of treatment settings in therapeutic recreation

3 Identify and describe activity analysis in the development of program interventions to reach participant goals

4 Develop the ability to complete individualized treatment plans and progress notes appropriate for health services and the field of therapeutic recreation

5 Recall principles of ethics and HIPAA (Health Insurance Portability and Accountability Act) regulations in handling client information and documentation

THR215 - Implementation &evaluation in Tr

Overview

Subject code
THR

Course Number
215

Course Long Title
Implementation &evaluation in Tr

Credits
3

Course Description
Students will examine various health conditions and the role of recreational therapy in treatment settings for individuals with physical and mental health conditions. Evidence based practice will guide students in learning appropriate implementation and evaluation techniques used in recreational services. In addition, students will apply current recreational therapy implementation techniques and evaluation various diagnoses and settings.
Prereqs: THR 200;THR 212

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Discuss the prevalence, diagnostic criteria, recommended course of treatment, and prognosis for physical and mental health conditions, as necessary for TR/RT practice

2 Identify health care settings and how TR/RT services are delivered in those settings

3 Differentiate primary and complimentary therapies, specific to the APIED process, used in various health settings

4 Develop professional skill in the implementation and evaluation of specific TR/RT interventions

5 Develop individualized treatment plans and progress notes appropriate for individuals with physical and mental health conditions

THR218 - Facilitation Techniques for Adults

Overview

Subject code
THR

Course Number
218

Course Long Title
Facilitation Techniques for Adults

Credits
3

Course Description
This course provides students with hands-on participation in facilitation techniques relevant to therapeutic recreation. Several types of therapeutic interventions appropriate for adults and older adults will be presented. Students will gain introductory knowledge and skills necessary for each modality, apply the interventions to specific case studies, and lead peer groups in utilizing the specific modalities for therapeutic purposes.Prereqs: THR 200

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify various facilitation techniques used in a variety of treatment settings in therapeutic recreation

2 Integrate knowledge of individual and group leadership and helping theories and techniques

3 Utilize the APIED process and activity analysis in the development of program interventions to reach participant goals

4 Select appropriate modalities and techniques based on individual needs and EBP to achieve treatment goals in therapeutic recreation

5 Implement a variety of facilitation techniques based on individual needs and EBP, such as social skills training, cognitive learning theories or behavioral theories to reach treatment outcomes

6 Discuss the importance of ethics and professionalism in various health care settings

THR219 - Facilitation Tech. Child/Adol. Facilitation Techniques: Child & Adol.

Overview

Subject code
THR

Course Number
219

Course Long Title
Facilitation Tech. Child/Adol. Facilitation Techniques: Child & Adol.

Credits
3

Course Description
This course provides students with hands-on participation in facilitation techniques relevant to therapeutic recreation. Several types of therapeutic interventions appropriate for children and adolescents, with a focus on play therapy, will be presented. Students will gain introductory knowledge and skills necessary for each modality, apply the interventions to specific case studies, and lead peer groups in utilizing the specific modalities for therapeutic purposes Prereq: THR 200

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Identify various facilitation and play therapy techniques used in a variety of treatment settings specific to children and adolescents

2 Integrate knowledge of theories and techniques specific to play therapy in working with children

3 Identify relevant ethical principles in working with children, including appropriate multicultural considerations, and their impact on the therapeutic recreation and play therapy process

4 Integrate the use of developmentally appropriate play therapy materials (including sand tray, puppets, bibliotherapy, creative arts materials, etc) for the purposes of both assessment and treatment in various settings, including schools, child advocacy centers, and crisis response settings

5 Identify how play therapy can best be utilized in cases of trauma

6 Engage in self-reflection with a focus on how internal experiences and personal and professional value systems interact with one's way of facilitating the therapy process

7 Explain the benefits of inclusive recreation in the community setting for children of all abilities

THR303 - Mgmt.Theraputic Mgmt of Therapeutic Recreation Services

Overview

Subject code
THR

Course Number
303

Course Long Title
Mgmt.Theraputic Mgmt of Therapeutic Recreation Services

Credits
3

Course Description
This course will provide students with the principals, methods, and techniques for management and administration of therapeutic recreation programs. Students will gain knowledge regarding facility and resource management; public relations; personnel hiring, training, and management; grant writing; effective leadership techniques; and problem-solving. Prerequisite: THR 215 - Implementation and Evaluation in TR

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Discuss current trends and issues in the field of recreational therapy and the delivery of health services

2 Explain the relationship between program outcomes and quality assurance strategies

3 Illustrate marketing, budgeting, and grant writing responsibilities specific to the delivery of therapeutic recreation services

4 Compare effective personnel management techniques, including supervision of staff and interns, in the delivery of therapeutic recreation services

5 Apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services, and facilities

6 Discuss advocacy and ethics of therapeutic recreation services for individuals with illnesses and disabilities

THR400C - Therapeutic Rec: Capstone

Overview

Subject code
THR

Course Number
400C

Course Long Title
Therapeutic Rec: Capstone

Course Description
Prereq: THR 303

Academic Level
Undergraduate

School
School of Health Sciences

THR402 - Internship Therapeutic Rec.

Overview

Subject code
THR

Course Number
402

Course Long Title
Internship Therapeutic Rec.

Credits
9

Course Description
This course is a combination of academic assignments and experiential learning. Each student must complete a minimum of 560 hours in a 14 week time period during this course to be eligible to sit for the NCTRC exam. This course is supervised by both a CTRS on site and a CTRS at the academic institution. Students must be admitted to the TR program and complete all necessary paperwork prior to participating in this experience.Prerequisites: THR 206, THR 303

Academic Level
Undergraduate

School
School of Health Sciences

Learning Outcomes

Learning Objectives

1 Interact appropriately with colleagues, supervisors and clients in the field

2 Complete assigned job duties in a professional, timely manner

3 Demonstrate leadership in the therapeutic recreation process (APIED) including program delivery, patient advocacy, and interdisciplinary treatment team communication

4 Write clear, concise assessment, progress, and discharge notes under the supervision of the cite supervisor

5 Assist site supervisor with the planning, budgeting, and personnel management process required in service delivery

6 Evaluate both personal and professional ethics and interactions through weekly reflections

7 Connect general education and major learning to real-world situations through experiential learning and research (Institutional Learning Outcome)

8 Recognize the nature, significance, and meaning of the concepts of volunteerism and civic engagement through the impact of actions on an individual, a community, and society

WS201 - Intro to Women's Studies

Overview

Subject code
WS

Course Number
201

Course Long Title
Intro to Women's Studies

Credits
3

Course Description
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.

Academic Level
Undergraduate

School
School of Arts and Sciences

WS205 - Women in American Economy

Overview

Subject code
WS

Course Number
205

Course Long Title
Women in American Economy

Credits
3

Academic Level
Undergraduate

School
School of Arts and Sciences

WS409A - Independent Study

Overview

Subject code
WS

Course Number
409A

Course Long Title
Independent Study

Academic Level
Undergraduate

Course Sets

300-level EN courses

- EN337 - Literature, Atrocity & Distopia
- EN338 - Modernisms
- EN335 - Cont.WomenWriters:20th Century to Pres
- EN334 - Writing and Healing
- EN303 - Living Literature
- EN348 - American Narratives/Identity
- EN330 - History of the English Lang.
- EN329 - Writing forChange in Comm.
- EN302B - Sem:Lit.Criticism & Theory
- EN304 - Study Abr: Literary Studies
- EN325 - Latinx Writers in the Us
- EN309 - Studies in Postcolonialism
- EN312A - Shakespeare II
- EN311A - Shakespeare I: Justice& Law
- EN323A - Spenser and Milton
- EN306 - American Lit. Landscape
- EN316 - Romance, Empire, Innovation
- EN323 - Donne and Milton
- EN321 - American History Thru Poetry
- EN320 - Modern Drama
- EN311 - Shakespeare:Histories/Comedies

300- or 400-level SP courses

- SP300X - Experiential Learn:Adv.SP
- SP300 - AdvSpanish for HealthSciences
- SP320 - Environ. Justice World Literature
- SP318 - Spanish Literature :20th Cent-Present
- SP325 - Latinx Writers in the Us
- SP314 - Latin American Cinema Global Context
- SP308 - Spanish Writers: 19th Century
- SP306 - Advanced Conversation
- SP307 - Theater: Golden Age to Present

- SP305 - Adv Span Grammar & Composition
- SP312 - Latin American Literature
- SP311 - Latin American Literature
- SP301 - Reading Seminar

400-level EN courses

- EN410A - Independent Study
- EN409A - Independent Study

200-level EN courses

- EN227 - Writing with Style
- EN228 - U.S. Literature I: Early-1865
- EN231 - Writing in Place:Travel Memoirs
- EN236 - Foundations of Literature
- EN299 - Transfer Credit Elective
- EN210B - Fiction Workshop
- EN233 - Literature and Technology
- EN232 - InteractiveFiction&GameDesign
- EN234 - The Body in Literature
- EN202 - Publishing Hemetera-RC Literary Journal
- EN229 - US Literature II:1865-Present
- EN230 - Creative Nonfiction Workshop
- EN288A - Tolkien & Quest for Meaning
- EN222 - King Arthur & Chivalric Tradition
- EN218 - Traditions African-Amer Literature
- EN224A - Classical Mythology
- EN209A - Creative Writing
- EN208 - 19th Century British Novel
- EN204 - Us Story:migration & Immigration
- EN210 - Poetry Workshop
- EN206 - British Writers: 1660-1945
- EN223 - The Art of Persuasive Writing
- EN211 - Writing About Texts
- EN207 - Chaucer in Context
- EN205 - Major British Writers I